

THE ROLE OF SCHOOL AS COMMUNITY HUB AND ITS IMPLICATIONS ON PROMOTING COMMUNITY COHESION TOWARDS SUSTAINABLE COMMUNITIES

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Abstract

Purpose: *The aim of this research is to develop a conceptual framework that incorporates a new understanding of key elements that address and realign the roles of a school as a community hub in promoting community cohesion.*

Findings: *The final finding is a new conceptual framework for the understanding of local community perspectives on the role of the school as a community hub. This framework enhances significant values and leads to the creation of guidance to promote community cohesion and to sustain opportunities for existing and future development of schools. Detailed themes in the findings demonstrate a need to propose significant strategies to address the key challenges of the role of school as a community hub.*

Research limitations / implications: *This study looks at the relationships that underlie the visions to see the capabilities of school roles as community hub which then highlights significant ways of delivering efforts to promote cohesion in the community. The implementation of the research will depend upon the extent to which stakeholders discern and accept the new inter-relationships and community cohesion principles proposed.*

Design / methodology / approach: *Grounded Theory Methods (GTM) and Rich Picture Diagrams (RPD) were the approaches taken to collecting and analysing the data from two case studies, one situated in the United Kingdom and the other in Malaysia.*

Practical implications: *Promoting community cohesion requires the role of school to be rediscovered as a concept of a community hub that potentially meets current social needs and those of future generations. Practitioners and policy makers need to be aligned with the new conceptual framework as it represents the engagement of the local communities with the strategies and agendas of sustainable communities.*

Originality / value *In the world of social and culture diversity, this study lays out new understanding and strategies on the conceptual framework of a school as a community hub facility on promoting community cohesion.*

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DECLARATION

I declare that this thesis was the result of my own work. There is no portion of the work covered in this thesis that has been submitted in support of any application for another degree or qualification at this or other institutions of higher learning.

.....
Hairul Nizam Mansor

March 2014

GLOSSARY

<i>SUSTAINABLE COMMUNITIES</i>	<i>A place that provides opportunity and choice to be consistently empowered by bringing people of common interests to a common living environment and contributes to a high quality of life.</i>
<i>COMMUNITY</i>	<i>Community is about a group of people who willing to share interest and a locality or geographical place where they have something in common to foster their sense of community.</i>
<i>COMMUNITY COHESION</i>	<i>An ongoing process that must be valued by all kinds of multiracial communities and have to be ensured that different groups of people get on well together from time to time.</i>
<i>SCHOOL</i>	<i>School is more than a place for the education of young people besides having a duty to produce high achievement students in education and basic skills, which can be conceived as doorways consisting of sets of resources that range from the informational to the material and have many social implications for its society.</i>
<i>COMMUNITY HUB</i>	<i>Community hub is a community or neighbourhood centers that combine the community facility usages within a comprehensive and meaningful hub spaces for community participation in future community development.</i>

CHAPTER 1: INTRODUCTION

1.0 Introduction

This research is concerned with the connection between the role of school and the communities it serves in the surrounding areas. Since being introduced, the sustainable community agendas have motivated a large number of positive effects on community development and parts of the agenda are concerned on the cohesiveness of diversifying communities (Falk and Carley, 2012).

The inquiry starts with looking back at the sustainable community agendas in relation to community cohesion and then looking into the purpose of the education systems in deciding what kind of education facilities that suited with the built environment perspective. These visions are important for this research as the community cultures, perceptions and expectations of their schools, facilities and service environment that brings the impact in promoting community cohesion.

Reconsidering of such school as the education facilities are very significant for meeting a wide range of community development, the requirements to a need to ensure that every school offers something that can meet communities' current and future generations' needs have been considered important. Schools, by location and purpose, are in a prime position to promote community cohesion, and this research investigates the extent to which this is true in the context of the school's beyond the normal scope and limits. However, in order to facilitate the 'core task' of social needs, a school needs to be conceived as one of the important contributor's factors in the social evolution of local communities.

The significance of this chapter is to give more detailed explanations to fit the issue by running a deeper study. The aim is to develop a framework that will guide local communities and school authorities to be able to leverage schools to use as a community hub in order to promote community cohesion for sustaining community's vision. The application of the Straussian's grounded theory approach is important as the research methodology for this inquiry.

1.1 Research Background

The meaning of sustainable communities is towards creating better places for people in the future have been widely acknowledged. Most governments have a responsibility to invest in building sufficient common facilities and infrastructures (Maliene et al., 2008). The responsibilities must relate to the positive impacts on the present and future social lives of most of their societies including in promoting community cohesion. The relationship between common facilities and its local community has been long established since its becomes part of the social entities in the design and delivery stages of most housing projects (Lyson, 2002). Common use facilities include the local community halls, schools, sport and recreational centers, public libraries, local resource centers and many more. Schools are capable of responding to its changing needs and demands from time to time. In essence, some people in the communities have evaluated these educational facilities as part of their life. However to fully embrace community cohesion, the obligation of a school to serve as a facility for the communities, must come with the core values of respect, diversity, equality and equity, and this has yet to be fully integrated as part of the local, the national and the global community (Deal and Peterson, 2009).

The interest point of this research begins with the understanding of the role of school as one of the essential components to integrate people in a diverse and complex social dimension. This research study highlights these challenges and recognising factors on the extended role of school in increasing access and equity for all in social obligations, improving social relationship effectiveness and promoting cohesion among the communities as key competencies, and optimising building performance and operation.

In addition the education systems in most countries have provided schools with many facilities as support to the nation's learning and education objectives (Ainscow et al., 2010). This research study looks into the advantages of optimising the utilisation of school by the local communities during the long period of school holidays. Some of these have been often unutilised by the surrounding communities who lives beyond the school gates which should

be benefited them in many ways particularly in weekends, schools' facilities, sports and playing fields. There should come into view to be no reasons why those facilities should not be put to use, thus providing a place for communities to meet, be educated and participate in cultural events (Sanoff, 2001).

Community hubs, or more like community centres, have been identified as significant in the life of many local communities and their social networks (Lock, 2008). However, relatively at one time, little has been written about the concept and practice especially about how to recognise the use of a school as one of the social resources in bringing in opportunities, which again embraces the concept of providing a '*one stop center*' in terms of education, health, child care and social services for the community (Hull and Schultz, 2002).

In a macro level, finding areas in which saving can be made without affecting the provision of services has to be one of the biggest challenges that a government faces (Adolescence, 2009). However there is a possibility for any government to reconsider in ways to save any necessary costs by looking back on development of common facilities and its alternate purposes. There has been much work revealing schools as holistic agents for social development, however there were just a few authors that focused on school roles as a community hub on promoting local community cohesion (Hudson et al., 2007). Such an opportunity can exist with public libraries, community centers or schools' facilities as long as they are allowed in the provision to do so (Vincent et al., 2010).

1.2 Justification for the Research

The first interest of the researcher was to focus on the advantage roles of schools and the utilisation of its facilities as a community hub, however throughout initial stage of the research process; the researcher focus was lean more to the grounds of promoting community cohesion issues than from what local schools experienced with the local people and its relationships. Thus this helped the researcher to decide which would be more significant to begin within this research study.

Nevertheless school facilities can be identified as one of the key focus that contributed to the research objectives; investigations into actual efforts of schools with its significant roles and local communities' collaboration on promoting community cohesion are not forthcoming in reviewing the related literature. Somehow the researcher has become fully aware of that it is still up to the local communities to come and realise that the school relationships with them will empower and shape and sustain their own local places (DCLG, 2008). Equally, the

apparent evidence shows that the increased preoccupation of promoting community cohesion within local social development policies, was as a result of every government agendas of building the Sustainable Communities (Keyes and Gregg, 2001, LGA, 2006).

1.3. Research Aim and Objectives

The overall aim of this research is to develop a framework that will guide local communities and school authorities to be able to leverage schools to use as a community hub in order to promote community cohesion for sustainable communities vision.

1.3.1 Research Objectives

In order to achieve the aim of the study, six objectives are set:

1. To explore the relationships between local community issues and existing school facilities for possible maximizing opportunities for promoting community cohesion.
2. To identify the factors influencing the roles of communities and the roles of schools to explore the correlations between them from a community cohesion point of view.
3. To specify a conceptual framework of how schools can be used as a community hub to promote community cohesion
4. Enhance the conceptual framework through a real school case study scenario in the United Kingdom to improve its effectiveness and value.
5. Enhance and refine the framework further through another real school case study scenario in Malaysia for further improvement and rectification of the framework
6. Validate and produce the final framework to be proposed as a guidance of how schools can be used as a community hub to promote community cohesion.

1.4. Research Questions

This research is informed by the justification which underlined the issues that need to be investigated. As the aims and objectives of a research need to be informed by a series of questions, the leading research question has been formulated to achieve the research objectives and associated with the research aim:

“How can schools be a community hub to promote community cohesion for sustainable communities’ vision?”

The background understanding in the literature generally showed the significant roles of schools as being part of the social development factors for diverse ethnic communities. Thus, there were questions that have been considered for this research study. The questions: How to

understand factors that are critically related to the opportunities available for the local communities to share school facilities and assess the needs of them to be cohesive? Why it is important to relate these efforts towards achieving the agendas of sustainable communities?

In similar perspectives, this research seeks to re-examine the pros and cons of the role of school as a community hub concept and how lessons and experiences on these ideas informed the practitioners about reconsidering schools role with a concept of a community hub. Thus on how are they going to prepare in challenging the traditional paradigms of facilities design, construction and operation – and invest in new ones – in order to improve their facilities to meet the needs of tomorrow’s social dimension.

The next section will briefly discuss the research methodology taken for this study in order to fulfil the aim and objectives.

1.5 Research Methodology

1.5.1. Research Philosophy

This research has been influenced by the researcher’s ontological and epistemological stance which by leaning on social constructivist views which informs the application of a grounded theory methodology and the adoption of grounded theory approach for the collection and analysis of data. Social constructivism is a theory of knowledge in epistemology argues that humans generate knowledge and meaning from an interaction between their experiences and their ideas, or in other words, a social scientific perspective that addresses how realities were made (Hayes and Oppenheim, 1997, Mills et al., 2006, Charmaz, 2008).

1.5.2. Research Approach

This philosophical standing of the research influences the selection of a grounded theory methodology approach and the adoption of grounded theory techniques for the collection and analysis of data. This research has considered more towards the Straussian approach than the Glaser approach in grounded theory methodology. The Straussian approach implies the systematic way of research in the primary research tool, interpreting and making sense of the data, or interrogating the data (Locke, 2001) whereas Glaser approach put more stress on the emergence of theory by data conceptualisation, with less structured approach to ‘theoretical sensitivity’. Theoretical sensitivity refers to the attribute of having insight, the ability to give meaning to data the capacity to understand, and capability to separate the pertinent from that which is not (Glaser and Holton, 2004).

Basically, what Strauss (1998) was suggesting was a bit of transparency with regards to research methods. That is, “*researchers using grounded theory procedures should discuss their procedural operations, even if briefly p.20*” so that people know how to judge the research. If the procedural operations are presented up front, readers can understand how the research was performed, and can take it for its own value without either imposing standards that don’t fit or wondering about the efficacy of the methods used. It would make everyone pay more attention to the way research is done (both how they do it themselves and how others do it), and would make it easier “*...to identify and convey the limitations of their studies... p.20*”

A qualitative research design based on grounded theory approach uses an emergent design where the researcher adapts the inquiry methods as the study progresses based on what is learned in the study. Although the researcher gives careful thought to the research design when planning the study, research design using grounded theory approach involves starting with a general approach to a study rather than a detailed plan. This plan needs to be flexible enough to allow for modifying the study design to accommodate issues that emerge as the study progresses.

This study deployed as an inductive research approach in order to generate data to build up theories or new concepts; therefore, this research has largely a theory building rather than a theory testing approach. This study has taken a qualitative inquiry by relying on inductive research procedure. An inductive process is to generate the research questions from experience rather than reflection on theory and concepts itself (Remenyi et al., 2002). Figure 1.1 shows the inductive approach for this research study from generating data into concepts and theory.

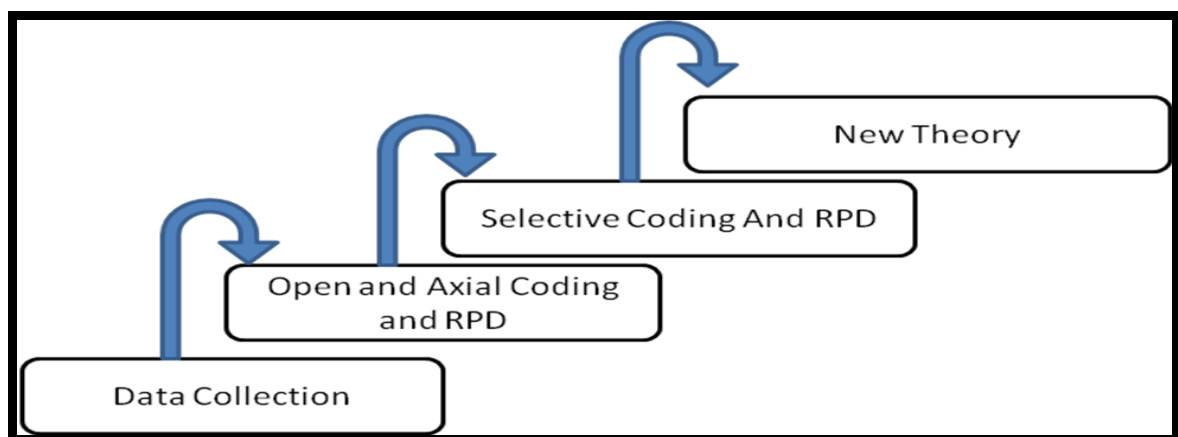


Figure 1.1: Inductive Approach Generating Data into Concepts and Theory

1.5.3. Research Strategy

Research design requires a choice of research strategy. The relative usefulness and application of case studies as the research strategy in this research indicates the investigation on actual phenomenon of the case study situation in the process of grounded theory approach.

Case study is the right strategy for data collection and analysis in order to carry out the research with grounded theory approach. The use of case study in this research is expected to provide a clearer picture and thus assist in the direction of future research (Bryman and Teevan, 2004). It has been suggested that the number of case studies are important for developing concepts, or to generate a theory by integrating several concepts, propositions and world-views (Yin, 2003). This research has chosen a multiple case study design. Yin further suggests a multiple-case design is desirable when the objectives of the research are about description, theory building, or theory testing.

As Darke *et al.* (1998 p.275) suggest, *“Single cases provide for in-depth investigation and rich description. Multiple case-designs allow literal or theoretical replication and cross-case comparison.”*

Research design based on grounded theory approach requires the researcher to collect data first before the decision to select the criteria of the case study. By the time the first data collected from the initial interview along with the data analysis process has started, school was first identified and suggested to be as part of the case study in this research study. This has required the researcher to select the right schools as case studies. By schools as case studies for this research, the establishment of all related attributes to the local communities concerned needs to be within the data analysis process. The purpose is to investigate any relevant insight between school roles as a community hub and its impact on promoting the community cohesion perspective. The investigation of the state of community experiences on the school role as a community hub in promoting community cohesion, at last became the research focus. The procedure of case study will be the strategy in this research when the data comes from many sources including people, observation, records, etc. (Yin, 2003).

Thus the selections of case studies from both nations, the United Kingdom and Malaysia have been identified. The reason on considering the United Kingdom and Malaysia as the research boundary for case studies in this research was first due to the similarity of both education systems and since Malaysia was a Former British colony (Ainscow et al., 2010). The similarities of community multiculturalism and social contexts of these two countries have

made this comparative study richer in terms of research responses and experiences from the ground. Secondly, the government of the United Kingdom has long ago placed greater value on promoting community cohesion and prioritises as the advantage of becoming unity towards a sustainable community. One of the strategies was through its comprehensive education systems and schools (Denzin and Lincoln, 2000). Meanwhile, among other countries, Malaysia is one of the most preferred countries beside the UK, Canada and USA that has demonstrated the multiculturalism of its people where different ethnic groups can live together in peace and harmony (Baharuddin, 2010). All these selections happened because both countries, of their overall national socio economic plan, have included education as part of their strategies to strengthen the unity of their society for today and the future (Lee, 2004, LGA, 2006).

1.5.4. Unit of Analysis

According to many researchers (Bryman and Bell, 2007) the unit of analysis for a case study can range from an individual, to a group of people, to a process or relationships. The unit of analysis is one of the major entities that will be analysed in the study undertaken. The selection of unit analysis is very much related to the phenomenon of sort of occurring in a bounded context and research questions defined in this study (Yin, 2003). This study seeks to investigate the perception and expectation of the role of schools as a community hub towards promoting community cohesion by different local ethnic communities who lives in the same area of school situated. Understanding from the exploratory phase, the unit analysis for this study is taken as the people perception and expectations on the role of school as community hub needed for promoting community cohesion by different groups of ethnic communities bounded in the context of the local surrounding area at two individual schools as case studies geographically located in the UK and Malaysia respectively. Henceforth this study principally concentrates upon the role of school as a community hub as the main issue. Therefore, in exploring the applicability of such a role as a community hub on promoting community cohesion, it will look into different local ethnic communities from a multiple-case study. Nevertheless it will treat each of them as an individual case.

Conceptually there are a great number of positive social effects that a school can have on its wider community, namely parents and school relationships. Unlike community cohesion, the effects of using schools as a community hub facility is not clear enough among local community members (as discussed in Chapter 5). It has been suggested by some that schools, by location and purpose, are in a prime position to contribute to cohesion, and this research

investigates the extent to which this is true in the context of promoting community cohesion beyond its normal scope and boundaries. Thus this research examines and understands local peoples' perceptions with both traditional and contemporary roles of schools as their community hub in terms of exploring its impact on promoting cohesion.

1.5.5. Research Process

This research study requires field data that can justify the development process of the conceptual framework designed and based on the fundamental understanding of the research problems. These data will give a significant attributes to the framework as it should come from a real situation of a case study.

This research study was represented by two case studies situated in two different nations whilst sharing similar characteristic in terms of data profile of diverse ethnic population, socio economic structure and civic needs during the research process. Case Study 1 represents the research process for Cheetham Hill and Crumpsall Ward, Manchester, United Kingdom with a secondary school known as Abraham Moss High School (AMHS). Case Study 2 represents the research process for Mukim Pengkalan in District of Alor Gajah, Melaka, Malaysia, which located a secondary school known as Datuk Seri Mohd Zin Vocational High School (DSMZVHS).

There are similarities in the education system, schools environment and its physical structures between both countries. As for the United Kingdom, the work and policies has been structured by its government for its schools in order to promote community cohesion within and beyond the school environment. Thus, the United Kingdom is relatively advanced in terms of community cohesion programmes and focuses. Malaysia's educational system and schools, was also well established in terms of the impact of promoting community cohesion to the local communities. Therefore it is logical to have another school as a case study in Malaysia. More on the rational of using a case study in both countries will be further explained in Chapters 2 and 4. Detailed information about both case studies can be seen in Appendices I and K respectively.

The data collection process starts with the interviews. During the sessions, the researcher has kept himself focused on what could become a sense of evidence for the study, so that it helps in constructing the follow-up questions to interviewees. The interview duration took around 40 to 60 minutes to be completed. After transcribed the interviews, the data analysis process is started, the stage of writing memos of observation and reflections would then conducted

simultaneously. The first level, the researcher examines data in transcripts line by line, and at the second level, the researcher then compares the data back and forth and contrasts them with the information sources from literature review that created categories or clusters to be used with the development of the conceptual framework. At the final level, the researcher moves from data analysis to concept or theory development. Data is collected until no further new information is found. This process is termed saturation and signals the end of data collection. In addition to the analysis process, the data is typically coded with a method that is based on the premise that no one is smart enough or intuitive enough to read a series of transcripts and immediately see the patterns within them (Lempert, 2007). In order to overcome this limitation, coding method is a procedure for organizing the text of the transcripts, and discovering patterns within that organisational structure (A.Moore, 2011). The coding method as the analysis approach will be able for the researcher to discover patterns that usually cannot be seen from the interview transcriptions. Figure 1.2 shows the objectives of the study with the research process of the study.

After all themes or categories to develop the conceptual framework process were finalised from the interviews (see Chapters 6 and 7), the researcher seeks a series of expert interviews on the final idea to identify a list of factors which become the gaps occurring from the case studies. Accordingly, the gaps will be revealed from the case studies findings when on some issues, the expert opinions may show some opportunities, weaknesses and contradicting statements with the finalised findings (Bryant, 2009). In particular, by getting expert opinions, insights to finalise evidence on community strategies need to be further clarified and refined in finalising the development of the new conceptual framework in this chapter. Hence, expert opinion is a way of clarifying the validity of the conceptual framework that has been developed and explained in the previous chapter (Auerbach and Silverstein, 2003).

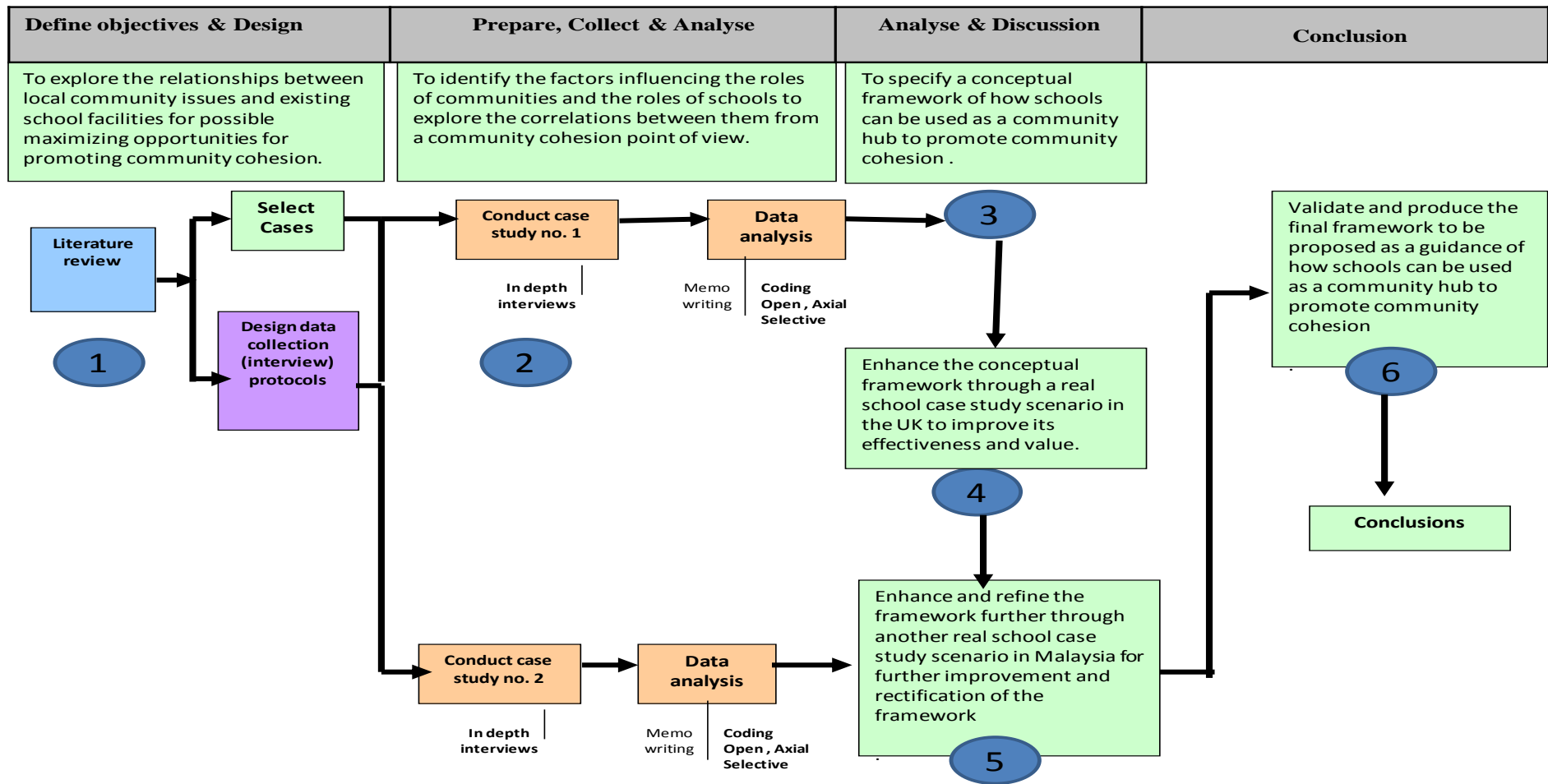


Figure 1.2: The Objectives of the Study with the Research Process

1.6 Research Outlines

The thesis is structured into nine chapters and outlined as below. Chapter one introduces the background of the problem being studied, the justification of the study, the research aim, objectives, research questions and a brief explanation about the research's methodological process.

The second chapter will present an extensive literature review on definition, arguments, opportunities, problems and most important on the development of data analysis which critically informed this research from the beginning which is based on the interest of examining the research problem conceptually and through relevant empirical analysis. This will provide an outline of the understanding in terms of the sustainable communities agendas, the community, community cohesion by looking at the experiences from two countries in promoting it, how school's social issues related with the communities, the relationship between the education systems with the built environment, and the education systems in the United Kingdom and Malaysia.

This third chapter is the extended literature review and to be consistent with the objective to study the factors influencing school roles as a community hub from a community cohesion perspective so that the discussions and conclusions can be drawn on the emerging process of grounded theory approach. This chapter provides the dimensions of school being operated to serve its community. The discussion of this chapter provides better understanding on the social implication on having school extended its services as community facility in creating and promoting a cohesive and harmonious community environment. In various perspectives, this chapter examined the pros and cons of the community hub concept and its roles in the community and the ideas that will be informed the practice about reconsidering schools role with a concept of a community hub.

The fourth chapter discusses and justifies the choice of methodology used in this research study. In considering all research strategies available and the purpose and nature of this research, the interpretive philosophical research paradigm is adopted. Based on this qualitative research and the exploratory nature of this study, the grounded theory methodology approach has been selected. For the purpose of capturing the richness of the information along the case studies' storylines as part of the understanding process and to help develop a shared understanding of a given situation, an approach using Rich Picture Diagrams

(RPD) has been applied and explained in this chapter. This will be followed by an overview of two case studies area – the United Kingdom for Case Study 1 and Malaysia for Case Study 2.

The fifth chapter of this thesis document presents the description of the development of the initial conceptual framework associated with this research. In detail, this chapter shows the process of the development of the conceptual framework pertaining to this study. In addition, they help to tune and refine the development of the conceptual framework during the progression stage, towards the end.

The sixth chapter of this thesis document presents the discussions on the next objective; enhance the conceptual framework from Chapter 5 by conducting an investigation through a case study scenario in the UK. The substantive factors has been considered in improving the strategies to deal with the key issues are identified.

The seventh chapter aims to present a comprehensive discussion on the findings in order to enhance and refine the second version of conceptual framework as designed in Chapter 6 through another case study scenario in Malaysia. Literally, Chapter 7 is a continuation from Chapter 5 and Chapter 6, which are linked together in providing the basis to present the findings in an empirical way. Nevertheless, having Chapter 7 to elaborate the findings is crucial to present the new findings in developing the final conceptual framework

The eighth chapter validates the research questions of this study and, by conducting interviews with the representatives from school, the head teachers and local community authorities as the practitioners/experts in the field. This chapter draws the discussion from the overall findings as a continuation from previous chapter. Analysis of the data was selectively interpreted from identified core categories previously identified when developing the conceptual framework all along within the perspectives of the understanding on the role of school as a community hub and its impact on promoting community cohesion towards sustainable communities.

The final ninth chapter summarising the findings of the research and reviewing the research objectives and their achievement is also discussed in detail. Subsequent discussions comprise the contributions to knowledge and limitations of the study, and recommendations for future research work to continue and build upon this topic.

1.7 Summary

This chapter gives an overall view regarding the subject area under consideration in this thesis. It does so by introducing and justifying the research area, providing a summary on the research methodology and as well as presenting the overall structure of the thesis. The next chapter will review and discuss the literature related and as required by the methodology of this study.

CHAPTER 2:

LITERATURE REVIEW

2.0 Introduction

The purpose of this chapter is to establish some key foundations for the research, obtain issues in the subject area, and identify any gaps to be filled using grounded theory methodology. This chapter reviews relevant literature that supports the research objectives formulated in the first chapter of this thesis. In this chapter:

- The sustainable communities principles and values are explored and reviewed;
- The general features of community and the community cohesion will be elaborated on;
- The relationship between the education system, the built environment, school and promoting community cohesion are justified and reviewed; and
- An overview of the cohesion practices and the education systems profile on case studies in the United Kingdom and Malaysia.

Smith (1997) stated that general reading of the literature may be carried out. The researcher is therefore able to approach the subject with some background knowledge, but it should be reminded that the reading must not be too extensive as the presumptions should evolve from the data itself, producing a true theory with grounded theory methodology (Smith, 2008).

2.1 Sustainable Communities –An Overview

The significance of sustainable communities towards creating better places for people in the future has been widely recognised. The recognition comes from a growing body of research that indicates proven points not only to the immediate contribution of effective environmental policies and economic equalities on every township development, but also to longer-term societal benefits (Gruder et al., 2007).

The sustainable communities as derived by Kearns and Turok (2004) “*...are settlements which meet diverse needs of all existing and future residents; contribute to a high quality of life; and offer appropriate ladders of opportunity for households advancement, either locally or through external connections. They also limit the adverse external effects on the environment, society and economy p.9*”. Sustainable communities was then defined by Egan (2004) as “*places that people can live and enjoy their life while having a decent job in order to provide a living, now, and in the future*”. This is the definition that needs to be addressed in this research which can also bring a meaning that sustainable community *as a place that meets the diverse needs of existing and future residents, their children and other users, and contributes to a high quality of life and provides opportunity and choice to be consistently empowered*. In order to achieve this, the relationship between the people, and ways that make effective use of natural resources which enhance the environment, that promote community cohesion and inclusion, and strengthen economic prosperity, have to be consistently empowered (Egan and ODPM, 2004). Thus this relationship has to be instilled in the generation, as there were bad elements who deliberately intend to harm the cohesiveness of the society (Hawe, 1994).

The Egan Review report on skills needed for achieving sustainable communities’ agendas was first introduced in 2004. The focus of the report was very much on common goals, responsibilities and processes for deliveries and skills necessary to deliver sustainable communities (Gruder et al., 2007). According to Egan, there were too many unsuccessful project developments that served for no other purpose besides being isolated from the communities that they have served. Some of the community facilities that come with housing project development were completed, but somehow have not influenced the community needs to be sustained (Egan and ODPM, 2004). It was based on the research findings of the time the Egan initiative report was produced. However, lessons have been learned and works have been accordingly undertaken especially by the United Kingdom’s government and most of the issues have been resolved in later years (Smith and K., 2008).

In some parts of the world like Canada and Australia, the concept of sustainable communities has been seriously emphasised by the government in setting out its agendas. However it was in the United Kingdom when the (previous) government set a policy named ‘Sustainable Community: Building for the Future, a National Programme of Action’ (ODPM, 2003b) which intended to achieve ‘Sustainable Communities for all’. This was made at the national and local levels by the local governments and its regeneration bodies’ to regulate more policies related to achieve the agendas of ‘Sustainable Communities’ and these reflect

politicians' and professionals' ideas of what a sustainable community is, and how it might be designed or created (Wheeler, 2009). The work on sustainable communities was later supported by a paper published in 2005, 'Sustainable Communities: People, Places and Prosperities' which outlined a five year plan of strategies to work on opportunities to enable people to achieve the most important aims of sustainable communities (Roseland and Connelly, 2005).

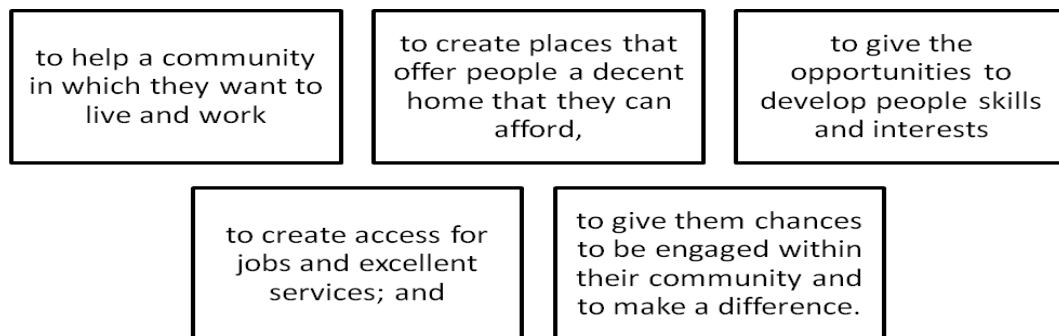


Figure 2.1: Strategies for People to Work On Opportunities Towards Sustainable Communities
Source: (Gruder et al., 2007)

These aims reflects on what was highlighted by Egan on what the communities will basically need – places that are safe, clean, friendly, and prosperous, with good amenities such as education, health services, shopping and green spaces (Egan and ODPM, 2004). Figure 2.1 shows the components of sustainable communities and strategies towards ideal agendas as set out in the United Kingdom's Government's Sustainable Communities Plan. Thus in some contexts, the need to improve these approaches and systems were not truly delivered in line with what people need (Gruder et al., 2007).

The objective processes of creating sustainable communities is to have a balance and mix within communities in terms of getting people integrated and engaged with each other with the decision making process for their better environment and social networking that comes from many directions (see Figure 2.1). Kasim (2007) explained how from practising sustainable community can bring a lot of differences to the people. Since then, a lot of ideas have been raised to support the sustainable communities agendas and as such, it has mostly related to community cohesion (Hudson et al., 2007).

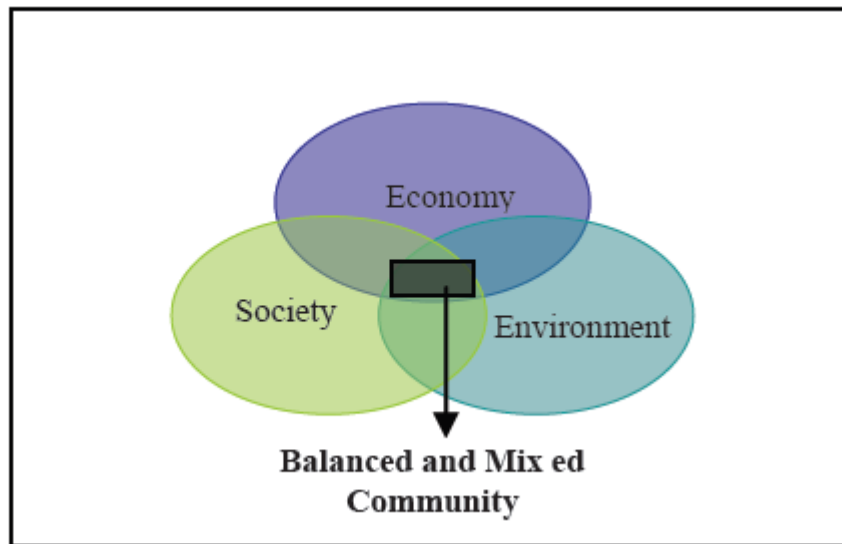


Figure 2.2: Balanced and Mixed Community
Source:(Kasim et al., 2007)

Furthermore, Table 2.1 shows the key requirements that form parts of the main strategies in the sustainable communities' agenda to tackle community issues; for example, the requirement to have effective engagement and participation by local people, groups and business, especially in the planning, design and long-term stewardship of their community and an active voluntary and community sector. The key strategies for all these requirements were in providing decent, affordable homes to live in, with enough schools, hospitals and shops to support the people who live in them. Thus the aim of the sustainable communities is the need to sustain the quality of the living environment (Karn et al., 1999) and to make these strategies become significant as it is related to how well people in separate communities get together for the benefit of all, through getting community values such as tolerance and mutual support, and promoting community cohesion (ICC, 2007).

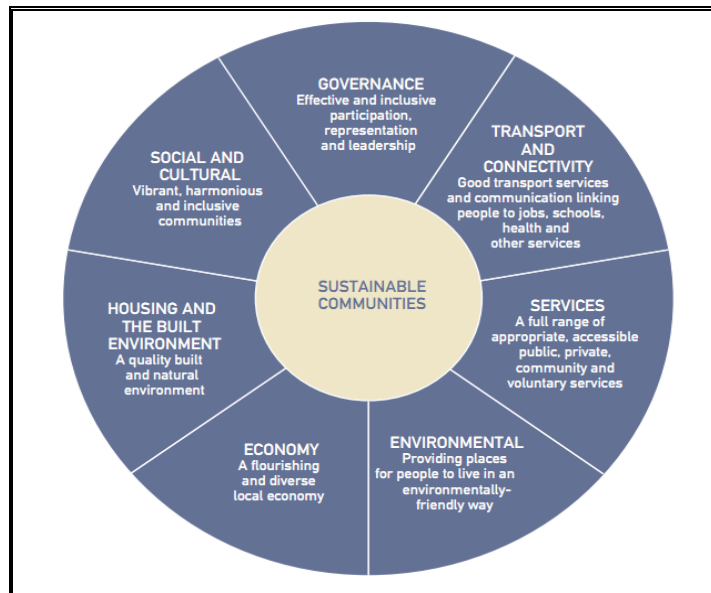


Figure 2.3: The Components Of A Sustainable Community
Source: (Egan and ODPM, 2004)

Lack of cohesion may be reflected in a weak social fabric, with the relationships between different groups being exclusive, impermeable and susceptible to tension and conflict (Blake et al., 2008). In addition, factors such as fear, resentment, competition for limited resources, or protection of privilege will cause people to keep their distance from each other (Cantle, 2005b). Community cohesion can also be a term that is sometimes casually used as a label for social success or stable race relations, without any pretence of understanding what lies behind it (Hudson et al., 2007).

Table 2.1: The Key Requirements and Strategies of Sustainable Communities
Source: (ODPM, 2003a)

Key requirements and strategies	<ol style="list-style-type: none"> 1. <i>A flourishing local economy to provide jobs and wealth.</i> 2. <i>Strong leaderships to respond positively to change.</i> 3. <i>Effective engagement and participation by local people, groups and business, especially in the planning, design and long-term stewardship of their community and an active voluntary and community sector.</i> 4. <i>A safe and healthy local environment with well-designed public and green space.</i> 5. <i>Sufficient size, scale and density and the right layout to support basic amenities in the neighbourhood and minimal use of resources (including land).</i> 6. <i>Good public transport and other transport infrastructure both within the community and linking it to urban, rural and regional centres.</i> 7. <i>Buildings – both individually and collectively – that can meet different needs over time and that minimise the use of resources.</i> 8. <i>A well integrated mix of decent homes of different types and tenures to support a range of household sizes, ages and incomes.</i> 9. <i>Good quality local public services, including education and training opportunities, health care and community facilities, especially for leisure.</i>
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Key requirements and strategies	10. <i>A diverse, vibrant and creative local culture; encouraging, pride in the community and cohesion within it.</i> 11. <i>A sense of place.</i> 12. <i>The right links with the wider regional, national and international communities.</i>
	1. <i>Decent homes, decent places.</i> 2. <i>Low demand and abandonment.</i> 3. <i>A step change in housing supply.</i> 4. <i>Land, countryside and rural communities.</i> 5. <i>Sustainable growth.</i> 6. <i>Reforming for delivery.</i>

The initiative by the United Kingdom's Government created a set of key policies described in "*The 'Communities Plan' - Sustainable Communities: Building for the future*", launched in 2003 (Power, 2004). The main purpose of the plan was to guide its regeneration and departmental objectives to resolve the short supply of homes in the South East and over-supply of void or low demand properties in the Midlands and North West of England. The initial stage of the plan was fairly clear in leading to a range of policies which were in effect a spatial plan for the whole of England. The plan seeks to enhance social values and benefits within its relationship in the communities (Eaton, 2007). Most of the key projects were initiated to try and create a common vision and a sense of belonging for all communities locally (Davies, 2002).

Experience learned from the Oldham Riot incident in 2001 has made the United Kingdom's Government realise the importance of anticipating in order to create lively, thriving communities within which people wish to stay and work in (Cantle, 2006). This has caused the Department of Community and Local Government (DCLG) to embark on policies that can address most of the social issues within a community context (DCLG, 2008). During the same period, from 2003 to 2007, the United Kingdom's Government, through the Department of Communities and Local Government, has made clear intentions to tackle the same social issues faced by certain areas of high poverty (DCLG, 2006). In 2004, the United Kingdom's Government has determined to forward their vision of better places for people to live and work and undertook the Egan's Review on the skills required to develop 'Sustainable Communities' (Egan, 2004). The review concluded that one of the components of a Sustainable Community was to create places where people want to live in future in a sustainable environment – and these places cannot happen by chance (Meegan and Mitchell, 2001, Egan and ODPM, 2004).

On 23rd October 2007, a new United Kingdom Sustainable Communities Act was granted with Royal Assent, with one of the aims being to efficiently promote the agendas of sustainability within school environment and its wider communities. The Act supported that all new urban regeneration projects were required to plan the facilities necessary for residents in the neighbourhood to have opportunities and choices and a good quality of life (ICC, 2007). It was expected that residents would let themselves have the chance to experience and easily access common facilities available in their own neighbourhood (Kasim, 2007). These experiences will later be turned into something beneficial for the cohesiveness of its community.

There has been some criticism that the significant impact of every community program and activities has not been entirely focused on the social aspect of it (Maliene et al., 2008). This is especially true in the focusing of community-based opportunities on community cohesion. Alexander (2006) explained that the most challenging outcomes from any neighbourhood regeneration project was a comprehensive and integrated action which can bring about a lasting improvement in the economic, physical, social and environmental condition of an area. Alexander (2006) stressed that direct involvement of communities in the ownership and management of neighbourhoods' facilities; in delivering services to support the community; and the development of new model for Community-based Facilities Management, which can all make a vital contribution in creating Sustainable Communities. The North Manchester Strategic Regeneration Framework in the United Kingdom was one of the examples that identified a number of priorities across social, economic and physical issues which were all inter-related (Alexander and Brown, 2006).

The evidence that linked with the United Kingdom Sustainable Communities agendas was the idea of the Building School for the Future (BsF) programme in 2005. BsF is for a 15-year Strategic National Investment programme that was meant to transform 3,500 schools and 150 Local Authorities in the United Kingdom.

The BsF was another effort of the previously elected United Kingdom's Government's investment programme on educational transformation (Richardson, 2010). BsF was not, however, just a school building programme for secondary schools in England, rather it was hoped that it will engage and inspire most teachers, young people and their local communities through the coupling of new or refurbished school buildings with new technologies and designs (DfES, 2003). The programme was inspired by one of the attributes that looked at schools as more than just a school; the new buildings being a significant part of improvements

in students' behaviour, adding new learning values and extended community use of school buildings and facilities (Hannah, 2010). The BsF was not only expected to be designing a really impressive building, but a really impressive building that is imminently fit for its purposes (Richardson, 2010).

Due to controlled funding processes by the United Kingdom's newly elected government in 2010, some major works of the BsF projects have had to be postponed. The new coalition government has significantly reduced the previous government's school building programme and intended to maintain regeneration momentum in deprived areas, with work on more than 700 schools cancelled with immediate effect (Hannah, 2010) despite the fact that the BsF programme was another effort in producing significant impacts, especially on reproducing the social environments and social values towards Sustainable Communities (Maliene et al., 2008).

2.2 General Features of a Community

Community is commonly cited as "*the place where people maintain their homes, earn their living, rear their children and carry on most of their life activities*" (Poplin, 1979). Long and Hutchins (2003) further supports the view of community as "*a group of up to several thousand households, whose occupants share common experiences and bond derived from living in the same locality*". In summary, a community is described as a group of persons or people living within the same geographical area, bringing and working on their social background and responsibilities with common relationships and shared values.

There has been broad acceptance of the idea that a community is a group of people who have something in common (Eaton, 2007). 'Community' has been mentioned in the earliest interview sessions with the interviewees whereby the concept of 'community' tended to be associated with two aspects of Eaton's community concept;

- people who share a locality or geographical place
- people who share communities of interest

The community aspect needs to be understood in this study as it is much related with the role of the built environment facility (school) towards its communities. Therefore, a better understanding of what community means in context can bring the best interest that is mainly related to the underlying issues between local communities, which were groups of people who share an identity and their desired living environment (Baginda and Schier, 2005).

At the same time, it is often heard that these people may have great differences between them. Every member of one community can be different in age, background, ethnicity, religion or many other ways. However, in spite of their differences, their commonality can bring them together (Omar, 2004).

Betz (1992) defines the community from a sociological perspective that refers to a way of relating to other persons as 'brothers' and 'sisters' who share a common origin, a common dignity, and a common destiny. The process of forming a community involves making choices which reinforce the experience of relatedness and foster the sense of belonging and interdependence.

From an urban development perspective, a community started from a small group of a few homesteads of people from a common origin. This community has gradually become part of a neighbourhood community or other local urban division (Farnell et al., 2002). A community provides the arena in which people communicate. Unlike an ephemeral community that emerges around a particular issue and then dissolves, a community can be located, and its interests, values, history, power, and political structure understood (Hallahan, 2004). As the community boundaries become wider, there are more differences in origin, language, religion or other features that form a common identity. This is due to the extent that it has become part of a wider municipality, which in the end has become part of a conglomeration comprising a large city (Meegan and Mitchell, 2001). In certain parts of the world, most urban communities have more unclear boundaries.

Naturally community living in urban areas has more complex and sophisticated goals than rural communities (Maliene et al., 2008). They have also become more difficult to differentiate or organised using standard community development methods, and more heterogeneous (varied, mixed) (Hall and Porterfield, 2001). Meegan (2001) describes community development as a broad term applied to the practices and academic disciplines of civic leaders, activists, involved citizens and professionals to improve various aspects of local communities. These skills are often created through the formation of large social groups working for a common agenda (Meegan and Mitchell, 2001). The term is generally understood to empower individuals and groups of people by providing them with the skills they need to effect change in their own communities. These community development methods can be a Public Participation Method, Best Practice Standard Community Development or the National Occupational Standards. (Maliene et al., 2008).

From the perspective of human relationships, a community formed a group of interacting people sharing an environment that has the same intent, belief, resources, preferences, needs, risks, and a number of other conditions that may be present and common (EPA, 2002). It is often in every community that every member may have great differences or even distances between them. The characteristics of each member can be different in age, background, ethnicity, religion or many other ways. However, in spite of their differences, their commonality or common cause can be the reasons that make them a community (Barth, 1995). Thus when people come together around a common cause that create a community, they will begin to establish behaviours around their common cause and then become an element of culture (Boyles, 1997). These have an effect on the identity of the members and their degree of cohesiveness (DfES, 1998, Hallahan, 2004, Stevenson, 2010).

Communities can vary in size, composition, structure, and organization. Having these features, a community creates values on every human relationship that connected with them. Values like sense of respect, honour, trust, and self egos have shaped community behavior. The sensitivity of these values can be the cause of most community issues (Boyle, 2001). Due to these reasons, these communities may need representatives in order to make arrangement with the local government authority, as well as the local businesses, schools, faith and cultural activities among other things (CABE, 2007).

The diversity of a community is one of the features that have resulted in varying incentives affecting how people in the community perceive their social issues (Gilchrist, 2003). Gilchrist states that in some communities, for example, there is a powerful sense of unity that generates pressure to establish their community living standard. This has been one of the reasons why local groups of people exerting pressure can play an important role in getting other people to engage in an activity (Derick and Afzhar, 2006).

It is the sense of cohesion and willingness to set and strive for common goals that becomes the key factor that determines for a community's ability to manage their resources and way of living (Blake et al., 2008). This, however, does not mean that every community should be homogeneous at all times. Communities are always seen to be formed by a diverse kind of religions, ethnicities and family history that have deeply divided (Burton et al., 2008). Conversely, there have been many heterogeneous communities made up of people of varying backgrounds who are nevertheless able to overcome their differences in order to work toward common objectives (Kestens, 2004). Due to this reason, a good community must be able to

establish common goals and strategies for accomplishing those goals and then work together to follow the strategy that has been proposed.

All features of community explained in this section give this research some principles knowledge of how community implicit understanding could gain something that very significant towards a sustainable living environment which is essential to the purpose of the neighbourhood with a cohesive environment. The application of the meaning of community in this research is going to be about people who share the element a locality or geographical place that can be seen as where they have something in common. Something that within the same community can work together and can be seen as people who like to foster a sense of community by bringing their common interests into a sustainable standard living environment.

2.3 The Community Cohesion

This section provides an understanding to the different perspectives on a community and anticipated challenges and opportunities that may arise if they aim to be cohesive and integrative with its social structure, its cultural values and the way it governs itself in creating the sense of community.

The term community cohesion can be considered as a common term used by those who tend to see the big picture on how it has been applied into a multicultural society (Roseland and Connelly, 2005). Community cohesion has been defined as a glue *working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and 'positive relationships' exist and continue to be developed in the workplace, in schools and in the wider community* (Berns et al., 2010)

In other words, community cohesion ensures different groups of people who live in one place that are willing to share a common vision and sense of belonging, even when similar life opportunities are not necessarily available to all. The objectives for community cohesion have never really stopped, therefore, the expectation and efforts have always been high for some communities. (Demireva and McNeil, 2010). The same idea of promoting community cohesion in sustainable community agendas have to be continued. The need to bring new opportunities that ensure people's cohesiveness to remain positive in the future will still become a challenge that needs to be considered (Gruder et al., 2007). The best alternative

solution in related work with promoting community cohesion towards sustainable communities was during the nation's economic slowdown period and lack of provisions to build new buildings and community infrastructure. Thus, it will be the critical time to make use of the community facilities available, and this has to be one of the key aspects (McShane, 2006a).

Community cohesion is also being recognised as an outcome of effective community engagement and empowerment (Blake et al., 2008). A healthy society is therefore dependent on the nature and quality of relationships that exist within and between communities. The term 'social capital' has always been used to describe the impact of such relationships. Social capital is a key characteristic of all communities and has recently been defined as a crucial characteristic of a healthy civic society (Putnam, 2000). Putnam (2000) has defined different forms of social capital dependent on its purposes which are as follows:

- 1) By keeping the bond, social capital has to be crucial to relationships within a particular group and helps people to 'get by' in life.
- 2) Bridging social capital secures the relationships between groups with different interests and views by helping people to move on in life.
- 3) Social capital linked with the connections of people who have different levels of power and to help them mixing and be around in the communities.

However, Carroll (2001) states that not all outcomes of social capital have to be desirable, and what makes a healthy community is not just the quantity of social capital. High bonding social capital can lead to social exclusion of outsiders, resulting in exclusivity and tension between different community groups (EPA, 2002). The distribution of different forms of social capital has to be related to the degree of cohesion within a locality (Putnam, 2000, Long and Hutchins, 2003). In addition, the presence of social capital does not always mean that it has to be equally accessible to all members of the community (Barth, 1995).

Nowadays within one of the Sustainable Communities' strategies and frameworks, housing development sectors have been urged to play a major role in transforming the perception of communities to be inclusive and restrictive of some members of a minority group into something more nuanced and the communities can be placed and with greater value on cohesion (Kelly, 2005, Barnard and Turner, 2011). The United Kingdom's Government has come to realise that cohesion empowers local people and it helps to sustain good

neighbourhoods (DCLG, 2008). Figure 2.4 shows the community cohesion connections at a community-wide level.

The ongoing challenge for the issue of cohesion is to agree on its wide definition (Meegan and Mitchell, 2001). Meagan (2001) suggests that a cohesive community should be a place where people will have a shared vision; which is a central requirement of the definition. Moreover, there are some people with different backgrounds and cultures can be argued to have shared characteristics among some people which can be exclusive of others (Karn et al., 1999). Cohesion practitioners nowadays have to accept that what constitutes cohesion can differ from neighbourhood to neighbourhood when time goes by and with the right definition of community cohesion (Easterby-Smith et al., 2008).

Community cohesion needs to be promoted by not just working on government policies, but also community programmes and areas with high populations of people from minority ethnic groups. It is also about taking full advantage of community facilities as resources available in the neighbourhood (McShane, 2006b). The United Kingdom's Local Government Commission viewed community cohesion as an ongoing process that must be valued by all kinds of multiracial communities and have to be ensured that different groups of people get on well together from time to time (DCLG, 2008).



Figure 2.4: Community Cohesion Connections at a Community-Wide Level
Source: Peng, (2009)

2.4 Community Cohesion – The United Kingdom Experience

In the United Kingdom, there was the same debate around the definition of community cohesion. These are basically socio-political questions each society faces such as identity, social responsibility, rights and responsibilities, fairness, multiculturalism and at the end of the question is what cohesion means to the British (JLC, 2010).

The United Kingdom has always been a country where different groups of people have come from all over the world to work and live in. With the estimated population of 63 million in 2011, the United Kingdom today has been described as being one of Europe's most diverse and multicultural countries with many different ethnic minorities and religious groups living within its good environment (Burton et al., 2008, ONS, 2011).

Through its long history, people of different cultures, sexual orientation and political beliefs have all combined to make United Kingdom such a diverse country to live in (DCLG, 2006). The United Kingdom is made up of England, Wales, Scotland and Ireland with an estimated population of 53 million in 2011 in England; Wales with 3.1 million, Scotland with 5.25 million and Ireland with 4.5 million of people. England has been divided into nine governmental regions. These regions have an administrative role in the implementation of the United Kingdom's Government policies, and the areas are covered by (mostly indirectly) elected bodies (Gilchrist, 2003). One of the regions known as the North West England has been a very diverse region for a long time, and cities such as Manchester and Liverpool were once known as the most deprived council districts in this region (Noble et al., 2007).



Figure 2.5: The Map of the United Kingdom

In the last few decades, some parts of the North West of England have been suffering from social and economical deprivation. This has been due to many industrial activities collapsing, with high unemployment and crime rates (Cantle, 2006). These phenomena contributed to empty and abandoned homes, unattractive neighbourhoods, and people have started to leave their area which in the end has created social and economic deprivation (Camina, 2004). Communities in deprived neighbourhoods have always been integrated with most of these social issues. Those who live in disadvantaged areas feel stigmatised because they live in an area that has been degrading for many years (Camina, 2004).

Eventually these situations have changed positively in terms of United Kingdom's community development methods or policies in recent years which objectives include: the improvement of local areas; local services; identity and values; volunteering and charitable giving; racial and religious prejudice and discrimination; fear of crime; civil renewal; and interactions with people from different backgrounds (Gilchrist, 2003 , Rutherford, 2011).

The United Kingdom's Communities and Local Government and other government departments have designed many approaches across a range of important policy areas and programmes in order to ensure the communities deserved a better living environment. These

have included strategic plans for cohesion, community empowerment, race equality, volunteering and charitable giving.

2.5 Community Cohesion - Malaysian Experience

In Malaysia, community cohesion has been the backbone of the social policy agenda since 1971 and was based on five pillars: material conditions, social order, positive interaction, social inclusion and integration, and social equality (Aziza et al., 2010). The Malaysian national integration agenda has emphasised the necessity to create national unity beyond ethnic and territorial divisions (Islam, 2009).

The Malaysia Vision 2020 is a nation development plan and was introduced in 1991 by Tun Dr. Mahathir Muhammad, the former Prime Minister of Malaysia at that time to increase the cohesiveness of its people while preserving Malaysia's cultural diversity, a plan to improve governance and the delivery of public goods (the Government Transformation Program), a framework for far-reaching structural reforms (the Economic Transformation Program built on the New Economic Model, NEM) and a blueprint for economic change from the First to the Tenth Malaysia Plan (10MP) (Unit, 2010).

With the population of almost 29 million to date, Malaysians have rationally recognised the inequalities of socio economic benefits and have been getting much better than since Independence Day in 1957. The first 10 years were the years of major struggle by the government in order to eliminate terrorists and communists from Malaysia (Aziza et al., 2010). Then after more than 40 years later, with rapid growth of the nation's development, Malaysians have benefited from changes in economic and social development. However, while enjoying a certain positive level of community cohesion; it was not always that easy (Rashid and Ho, 2003). The process of promoting cohesion has been interrupted by problems, contradictions and conflicts of various kinds, but held together by the willingness to negotiate continuously in order to maintain consensus, peace and stability. One of the most important incidents that signified the challenges in promoting community cohesion during the critical process of national socio-economic development was the May 1969 ethnic riot incident. Malaysians have experienced the 16th May 1969 riot incidents where 196 people were killed between 13th May and 31st July 1969 as a result of ethnic riots (Ahmad, 2005). The Malaysian government then cited the riots as the main cause of the nation's more aggressive affirmative action social development policies, such as the New Economic Policy (NEP) (Ahmad, 2005).

Since the 1969 ethnic riot incident, Malaysia has changed and experienced the success of rapid and continuous year-to-year economic growth during the Malaysia New Economic Policy (NEP). All main infrastructures have been developed and electricity, roads, medical and health services provided, and schools for the urban and rural communities were built (DfCLG, 2009) .

Nowadays, while still facing many criticisms on social inequality issues, Malaysians have not been afraid to expose their issues publicly, whether it is ethnic, class, religious, and many more sensitive issues (Farland et al., 2003.). However, most outsiders have been given the impression that Malaysia is in a state of constant conflict (Baharuddin, 2010). It is always peaceful in Malaysia. It is almost difficult to find people fighting and rioting in the country at any time of the day, every day and every year during the last 40 years (MCC, 2008). The ethnic conflict has been missing, because everyone continues to conduct their everyday life, even in times of fierce competition, in a socially-cohesive manner, without being threatened by open ethnic conflict. How the people of Malaysia sustain their solidarity in the country for the future will depend on their hard work to maintain the cohesiveness of their communities (Farland et al., 2003.).

2.6 The Education System and The Built Environment

The educational system influences the development of the social settings within the society and is aligned with the agenda of Sustainable Communities. Most countries' educational systems have persistently encouraged the community to influence themselves and participate with the opportunities in promoting cohesion and at the same making sure every school's core activities are doing well at all times (Malakolunthu, 2009). The education system tends to shape school planning, design, construction, funding and education operation (Stevenson, 2010). The inculcation of values and ethics in the education system is fundamental to which ultimately shape the nation's character, growth and cohesiveness (Adnan and Smith, 2001). One of the important features of a good educational system is in instilling the values of national unity among the younger generation. They have to be taught and convinced of the benefits of peaceful co-existence (Khader, 2012). This is the reason why at an early stage, in school as

today younger generation still has no prejudice against friends of different races, languages and religions to imbue national unity. (Baginda and Schier, 2005).

“A good educational system should have three purposes: it should provide all who want to learn with access to available resources at anytime in their lives; empower all who want to share what they know to find those who want to learn it from them; and finally, furnish all who want to present an issue to the public with the opportunity to make their challenge known.”(Illich, 1971 p.2)

The philosophy of education intuitively has called for a different perspective of what a person is and how to draw out the potentials in each and every one. Schools have been considered as next in importance to the home for the inculcation of moral values in order to raise disciplined and well-mannered people (Keow, 2008). Hence the combination of the educational system objectives and through its schools design concept has to be included in the wider constructed environment – the schools supporting facilities and neighbouring areas – which postulated to be increasingly important, especially with the surrounding natural environment (Kowalski, 2002). Schools normally provide basic educational facilities. The characteristics of these facilities are shown in Table 2.2:

Table 2.2: School’s Basic Facilities and Its Characteristics.
Source : (Evans and Lovell, 1979)

Basic facilities	Characteristics
Cafeteria dining hall or canteen	Students eat lunch and often breakfast and snacks.
Library	Students consult and review books and magazines and often use computers.
Computer labs	Computer-based work is done and the internet accessed.
Auditorium or hall	Student theatrical and musical productions can be staged and where all-school events such as assemblies are held
Office	The administrative work of the school is done
Athletic field, playground and gym	Students participate in sports or physical education.
Specialised classrooms including laboratories	Science Education

The built environment of major cities plays a major role in shaping the way people live and work, and given its relatively long lifespan, its impact is long lasting.

The built environment also influences the impact on the local environment as well as people’s collective health and wellbeing. Thus, as the cities of the world continue to experience rapid population increases and urbanization, they continue to make decisions about the direction their development takes.

Built environment means the structures and places in which people live, work and play, including land uses, transportation systems and design features. The built environment includes urban design factors, land use, and available public transportation for an area, as well as the available activity options for the community within that space (Booth et al., 2005). This is the reason why people get more involved in their communities; communities and social networks are strengthened. The role of built environment can both facilitate the communities in their daily life and activities where at the same time hinder community cohesion and promoting sustainable (Dempsey et al., 2009). For example, areas with few sports and recreational facilities, community info centres and libraries, neighbourhood safety concerns or inadequate spaces for cultural activities can hinder activities that promote community cohesion (Salisbury District Council, 2007).

The relationship between the built environments with the educational system however is not only for the purpose of having a physical environment—which is why school buildings are developed--but also for promoting a social environment among students and the wider communities. Through these school facilities, the basic elements to having a school as a community hub in promoting community cohesion can be achieved (Higgins et al., 2005). However, the social settings within the right built environment and the education system have not entirely been proven to influence the establishment of Sustainable Communities (McKeown, 2006).

There are various aspects of built environment and the educational systems that can contribute to the benefit of promoting a sustainable community (Hudson et al., 2007). This can be seen when school building designs have been transformed in many years into something that suits the education system requirements in promoting sustainable life towards Sustainable Development. The reorientation in the education systems concept has made the school designs more significant (Burmeister et al., 2012). In the United Kingdom, the relationship between both the built environment and schools can establish ways to create active communities and this can be seen by extending the use of school facilities to its wider communities. These agreements also allow schools to share their physical activity facilities (gyms, running/walking tracks, multi-purpose rooms) with the community for recreation and exercise opportunities (Cummings et al., 2007). Cummings (2007) concludes it is the education and other professionals in the built environment that understand that community-oriented schooling helps in the creation of a good community environment in neighbourhoods. A complete objective of education system was not achieved until schools are made to serve the

whole community. Often, any development plan for educational facilities like a school does not reflect local community aspirations and needs. In addition, there is a lack of appreciation of the tremendous untapped community resources and energy that can be mobilised through active community participation. Due to these reasons, there is a necessity for certain schools especially the ones close to neighbourhoods to allow usage of their facilities to serve the local communities in order to accomplish the education system objectives (Gardner, 1991). The overview of the case studies of schools in the United Kingdom and Malaysian education system is significant in this research (Figure 2.8 and Figure 2.9) in order to further investigate the understanding in the context and to further relate them with the discussion of the research findings.

2.6.1 The Education System in the United Kingdom

The education system in the United Kingdom or as it is mostly known as the British Education System was aimed to fully develop the abilities of individuals, both young and old, for their own benefit and that of society as a whole. The basic structure of modern British education system comes in three stages; primary education, secondary education and further education (Gillard, 2011). Figure 2.9 shows the hierarchy of the British education system. Every child in Britain as stated by law, is to receive a compulsory full-time education from age 5 to age 16, i.e. all children will have a minimum of 11 years compulsory full-time education (Jones, 2003).

In 2011, there were 3,300 state-funded secondary schools and 16,873 state-funded primary schools in England alone (DfE, 2011). These schools have three main categories provided under the School Standards and Framework Act 1998;

- Community
- Foundation
- Voluntary (divided into Controlled and Aided)

(Fitz et al., 2002)

Schools in these three categories have many things in common because within these categories, partnership with other schools and the Local Education Authority (LEAs) was established, as long as these schools maintain funding from LEAs for delivering the national curriculum (Jamil and Abd. Razak, 2010). Each category, however, has its own characteristics. Any of these characteristics can be applied especially to secondary schools in

the United Kingdom and can be designated as a specialist school in one of the subject areas, and these current subjects include:

- Technology (technology, science and mathematics),
- Languages,
- Sports (PE and sport),
- Arts (fine, performing and media arts).

(Hill and Crévola, 1999)

The United Kingdom's Department of Education or DoE has made a revision on guidelines for schools that from 1 April 2004, the Building Bulletin 82: 'Area guidelines for schools', has been superseded by two new publications in 1998 and 1999: Building Bulletin 98: '*Briefing framework for secondary school projects*' and Building Bulletin 99: '*Briefing framework for primary school projects*' (DoE, 2012)

Both documents have included advice, particularly for schools and governors. Both documents shows the way to enhance any detail plan for new projects or existing school building projects, as well as simple guidance on minimum recommended areas for all kinds of indoor and outdoor space (Williamson, 2004). The intention of these guidelines is also to set realistic, non-statutory recommendations for minimum areas to address the needs of pupils with special educational needs (SEN) and disabilities, the school workforce, and community use outside of school hours. Other purposes of the guidelines are as follows:

1. Ensure least amount of the standards is understood.
2. To keep data on the net or usable area of school buildings for example empty rooms should be divided into five or six categories of space.
3. The teaching and learning area should be formed from basic teaching halls and learning resources.
4. The remainder of the spaces have to be made up of storage, staff and administration and, in secondary schools, dining and social areas.

(DfES, 1998)

Furthermore, there is a minimum recommended area for each category which will allow for the core functions needed to suit the capacity of the school (DoE, 2012).

In most areas in England, either primary or secondary schools can both play a major role in promoting cohesive communities as well as providing special educational needs. Areas where the school is at the heart of its community in some case studies have shown that by collaborating expertise and sharing facilities, the wider community has benefited more than what they expected (Martin et al., 1999). Schools can play their part in terms of the following roles:

- opening access to education and employment;
- developing skills to overcome poverty and social inequalities;
- promoting social and cultural diversity;
- providing access to ICT;
- facilitating the integration of new communities;
- providing premises or facilities for use by a wide range of users, for instance people from various ethnic groups and of different ages; and
- providing a meeting place for the community

(Deanne et al., 2003).

2.6.1.1 The Education System in the United Kingdom on Promoting Community Cohesion – A Learning Experience.

The United Kingdom's Education and Inspections Act 2006 has introduced a duty on all maintained schools in England to promote community cohesion (Tullo, 2006). The Office for Standards in Education, Children's Services and Skills (Ofsted), the non-ministerial government department of Her Majesty's Chief Inspector of schools in England, was responsible to report on the contributions made by every school relating to the promotion of social cohesion. The requirement for schools came into effect on the 1st September 2007 while the requirement for Ofsted was due to commence in September 2008 (Ofsted, 2009a). The Act required every governing body of a maintained school, in discharging their functions relating to the conduct of the school, shall

- (a) Promote the well-being of pupils at the school, and
- (b) Promote community cohesion

(Blake et al., 2008, Tullo, 2006)

As a result, the majority of schools in England have to demonstrate their best practices to enable all pupils to understand and appreciate others' ethnicity and race and diversity of

background with a sense of shared values while fulfilling their school facilities' potential and feeling like part of a community, at a local, national and international level (DCLG, 2008).

Adding to that, many related guidelines were introduced since 19 July 2007. These guidelines have been used on the Ofsted's requirement to organise community-based programmes and activities that promotes community cohesion within a school learning environment in the United Kingdom (Ofsted, 2009a). With these guidelines, evidences have shown of what was meant by promoting community cohesion from schools can be contributed through their teaching and learning process, their work to raise standards, ethos and the engagement with the community. This was very significant in the bigger context of every government objective towards achieving Sustainable Community's agendas (Smith and K., 2008). Table 2.3 shows a wide range of case studies and projects in the United Kingdom reported in the last 7 years, has shown the significant progress on strengthening up relationships between schools and its wider community.

Table 2.3: Summarised Most Of The Recent Case Studies Referred In The UK.
Source: DCLG (2008)

	Case studies/ Project	Summary/ Aimerd
1	School Linking: Cultural Detectives	Two UK schools with different locations and compositions linked and undertook a 'cultural detectives' project to look at their historical and geographical connections.
2	Ilderton Primary School	The aim of the project was to ensure communications between the elderly people of the housing unit and primary school children, to break down stereotypes and promote dialogue.
3	Making a Difference: Parental support and personalized learning	The project aimed to engage underachieving Foundation Stage 2 children and their parents living in deprived areas, to enable them to participate in learning. The aim was to remove barriers to access and participation.
4	St George's CofE	The aim of this intergeneration project was for children to interview their parents/grandparents to ascertain their origins. A 'Heritage Book' was developed which celebrates the differences and similarities within the school and local community.
5	Forest Community Primary School	The project used family history and movement to promote and celebrate diversity within the school. The community with English as an additional language (EAL) was welcomed and made to feel part of the wider community
6	8 till Late Mentoring Project	The aim of the project is to build resilience around young people to prevent them from joining gangs and being involved in gun crime.
7	Durham County Council	This project uses theatre, arts and storytelling to promote good relations between different groups and challenge racist behaviour.
8	Seahouses Middle School	The aim is to provide community-based initiatives to ensure that pupils, in all four year groups, and their parents participate in activities which develop their

		social skills.
9	Yeading Junior	Yeading Junior School has put together a core team who are key to raising ethnic minority achievement (EMA) through a matrix of outreach and support services.

2.6.2 The Education System in Malaysia

In the beginning, the Malaysian education system was not so different from the United Kingdom education systems. About 10 years before the end of the British rule, the educational system in Malaya or Tanah Melayu (back before the Independence in 1957) was realigned along the lines of the Barnes Report of 1951 (Maliene and Malys, 2009). Malaya's educational system at that time was not relevant to the political and socio-economic goals of the people because it lacked uniformity in its curriculum and an articulated rationale for a policy. Three principal ethnic communities in the country - Malays, Chinese and Indians were running their own schools. It was the latter two ethnic groups that often imported a syllabus used in the countries of their origin (Whitehead, 1981). A national school system was recommended in The Barnes Report, which would provide primary education for 6 years in Malay and English (languages). The system was predicted to decrease and fade away the attraction of having separate schools in Chinese and Tamil over a period of time. However, the reaction of the Chinese community to the Barnes Report was not totally positive. While the community agreed with the basic recommendation that Malay be treated as the principal language, it felt that there should be some provision to recognise Chinese and Tamil as important components of a new definition of Malaysia's national identity (Brown, 2007).

Malaysia is a country in Southeast Asia consisting of thirteen states and three Federal Territories, with a total land area of 329,845 square kilometers (127,354 sq miles). The capital city is Kuala Lumpur, while Putrajaya is the seat of the federal government. Figure 2.5 shows the map of Malaysia.

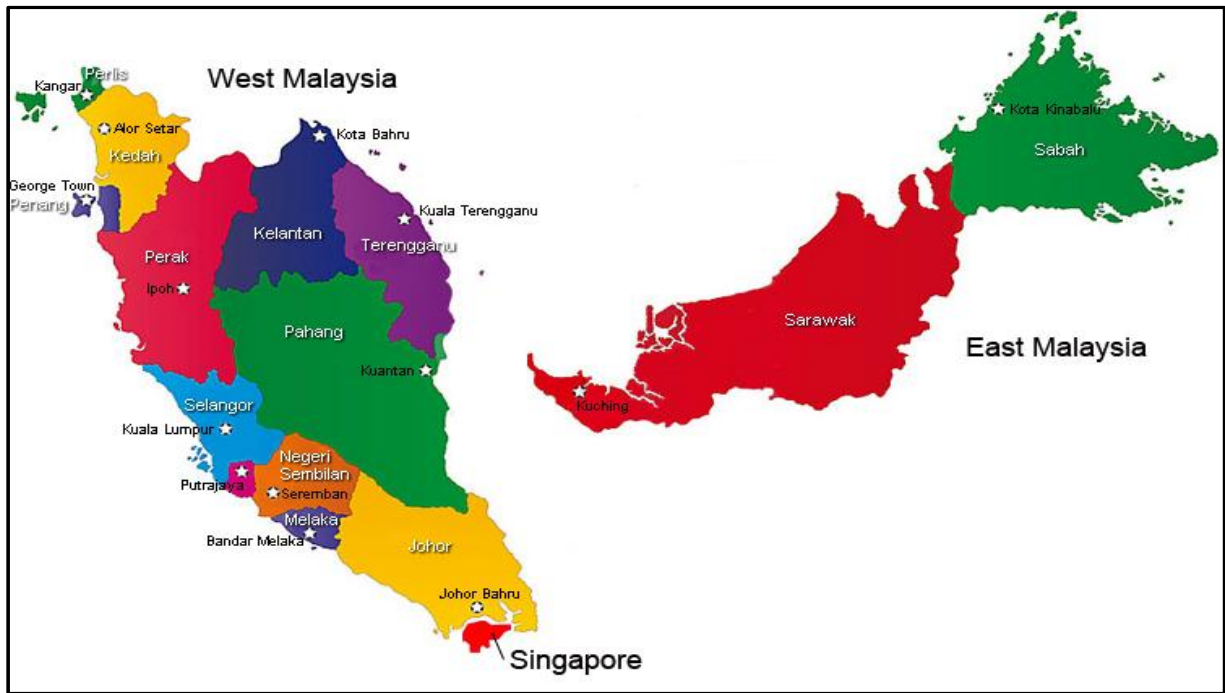


Figure 2.6: The Map of Malaysia

Source: Malaysia NEP Report (2011)

The changes in value of services and goods produced by an economy of a nation can be provided by an aggregated measure known as the Gross Domestic Product (GDP) growth rate. The Malaysia's Gross Domestic Product (GDP) growth rate in 2012 has been expanded by average of 2.98 percent over the previous quarter years. In the past years, from 2000 until 2011, Malaysia's GDP Growth Rate averaged around 1.3 percent. This has been reaching an all time high of 5.8 percent and a record low of -7.5 percent from September to March of 2009 (Saad, 2012). Malaysia, a middle-income country has a good track record of government administration institutions and a rapidly developing economy in Asia context. Malaysia, once was from a producer of raw materials has transformed itself since the 1970s, into an emerging multi-sector economy. The government of Malaysia is continuing its efforts to boost domestic economic demand. Whilst at the same time Malaysia has been working on to wean the economy off of its dependence on export and import activities. Nevertheless, exports – in particular the electronic goods - remain a significant driver of the nation economy. Furthermore, Table 2.4 gives a brief introduction and a round out figures about Malaysia as a country.

Table 2.4: Malaysia Economy Main Indicators
Source: EPU, Malaysia (2012)

	2011	2012 ^(e)	2013 ^(f)
Population (million)	29.0	29.3	29.7
Labour force (million)	12.6	12.9	13.2
Employment (million)	12.3	12.5	n.a.
Unemployment rate (%)	3.1	3.2	3.1
Nominal GDP (RM billion)	881.1	936.2	1,001.8
Nominal GNI (RM billion)	859.1	908.2	979.0
Real GDP growth rate (% p.a)	5.1	4.5 – 5.0	4.5 – 5.5
Per capita income (RM)	29,661	30,956	32,947
Per capita income PPP (US\$)	15,190	15,676	16,368
Inflation (% p.a)	3.2	1.7 – 2.0	2.0 – 2.5
Merchandise exports (RM billion)	696.1	713.1	740.9
Merchandise imports (RM billion)	548.5	584.3	614.4
Current account of BOP (% of GNI)	11.3	7.5	7.3
Exchange rate (RM/US\$)	3.06	3.10*	n.a.

Notes: ^(e) Estimate ^(f) Forecast * Data for Jan – Aug 2012 n.a. (not available)

Malaysia is a multiracial and multicultural country comprising three main races that enjoy a good standard of living. According to the latest census on 2011 from the Department of Statistics Malaysia, the total population has been estimated to be about 28,728,607 with Malays and Bumiputras (58.1%) which form the country's majority population; and while the Chinese (32.1%) who generally follow Buddhism and Confucianism, and the Indians (8.3%) who mostly follow Hinduism Indians are the other two main racial groups and other ethnics (1.5 %). The Chinese community uses a number of dialects including *Hokkien*, *Hakka*, *Cantonese* and *Mandarin*. The spoken language for the Indian society is Tamil whilst *Bahasa Malayu*, is the language spoken by the Malay (Baginda and Schier, 2005). Despite of these three main groups follow separated cultures and traditions, and commonly instigated from different religions, the common communication language for every Malaysian is *Bahasa Melayu or Bahasa Malaysia*. Islam is the official religion in this country which is represented by 60.4% of the total population, while Hindu 6.3%, Christian 9.1 %, Buddhist 19.2%, Confucianism, Taoism, other traditional Chinese religions 2.6%, other or unknown 1.5%, and none religious is 0.9% (Quek, 2008). They have different codes of dress, customs, value systems and beliefs (Jamil and Abd. Razak, 2010).

In regards to the sensitivity of the multi-ethnic population, two categories of regular school have been set up in Malaysia, the National and National-type school (Kamarudin, 2008). The *Bahasa Melayu* or Malay language has been used as the medium of instruction in National schools while English language is a compulsory subject. The National-type school has been using Mandarin and Tamil as the medium of instruction languages and Malay and English language are compulsory subjects (Lee, 1999). The number of regular types of Malaysia government and government-assisted schools shows in Table 2.5 whereas Table 2.6 shows the characteristics between the various types of Malaysian school. These characteristics do not bring much difference in terms of types and numbers of facilities provided for learning and teaching activities. Total basic facilities in each school were provided and fit for its usual purposes.

Table 2.5: Government and Government- Assisted Class Schools in Malaysia
Source: Malaysian Educational Statistics, MoE, (2009)

Types of School	Number of Schools	Number of Classes
Primary School		
National School	5777	80007
National School type (Chinese)	1288	18981
National School Type (Tamil)	523	4433
Special School	28	290
Secondary School		
Regular School	1831	63946
Fully Residential School	54	1250
Religious School	55	1382
Technical School	90	2670
Special School	4	4

Table 2.6: Types of School Characteristics in Malaysia
Source: Malaysian of Education, MoE,(2009)

Types of School in Malaysia	Characteristics
National	Where the medium of instruction is the national language, Malay, and which are open to students from all language groups (as are all the schools);
National-type	Where Chinese language instruction is used in Chinese primary schools and Tamil-language instruction is used in Tamil primary schools;
General Secondary	Schools, including technical and vocational schools, as well as Islamic religious schools which teach Muslim students from any language groups subjects related to Islam (these schools are only available at the secondary level);

Several types of private schools	Which are run by independent governing boards with some funded through community sources.
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Since independence in 1957, Malaysians have witnessed various changes in the national education system. The formal education in Malaysia was developed for the education of young children aged seven to twelve years old. It begins in primary school which covers a total period of six years. The aim was for students to be proficient in reading, writing and arithmetic which can provide a good foundation for them (Lee, 1999). Then, students will be promoted to Secondary One, the foundation year of secondary education at the end of year six. Secondary education has been divided into two main levels: lower secondary and upper secondary. The Malaysian lower secondary education prepares students to develop skills needed in life and to be useful citizens. Right after completing the third year and passing a national assessment test, students will be continue their academic streaming to the upper secondary which they will then be assessed again in higher national assessment test before further studies in Universities (MoE, 2005).

Malaysia is still moving on from a developing country to be a full develop country; the main mission in the Malaysian education system was to fulfil the nation's first aspiration in the New Economy Policy which is to ensure the development of the individual's potentials and to produce world class education (Lee, 2004). The emphasis of Malaysia education system in those days (1960s and 1970s) was originally on accomplishing training of skills which has not only produced as many as well-educated, skilled and highly motivated labour, but also people with high moral and ethical values (Lee, 1999).

The Malaysian education system again has emphasised the purpose of achieving the status of a developed country in the year 2020. It was embedded in line with one of the nation's objectives of Malaysia Vision 2020 that will ensure all Malaysians program towards successful, thriving and inclusive communities, urban and rural, across country and communities that are going to stand the test of time and in which people want to live (Lee, 1999). The Vision 2020 statement is thus (Rahman, 1993 p. 271):

“By the year 2020, Malaysia is to be a united nation, with a confident Malaysian society, infused by strong moral and ethical values, living in a society that is democratic, liberal, caring, economically just and equitable, progressive and prosperous, and in full possession of an economy that is competitive, dynamic, robust and resilient.”

Therefore, Malaysia's government emphasises the quality of the education system in order to achieve the Malaysia Vision 2020 and building a good school for Malaysian has to be very significant for meeting a wide range of social requirements (Kassim, 1993, MOE, 2012). Simultaneously the transformation of the Malaysian schooling culture was expected to enable the future students to perform not only in a global working environment in this information age but also in formulating a national agenda for social inclusion and social cohesion through a sustainable development and quality of life approach including community harmony and happiness index (Heng, 1998, Lee, 1999). Due to this reason, previous and current Malaysia's Ministry of Education (MOE) has implemented various kind of schools with different concepts, design and has built them on an experimental basis to meet the new objective of educational cultures such as Expectation School, Vision School, Smart School and the Cluster School (Ong, 2006). By the year 2008, the MOE goal has been decided to gradually to convert all schools in Malaysia into a Smart Vision School by 2020; therefore MOE has been looking at characteristics of effective schools as a benchmark. These characteristics were identified as follows;

1. Professional leadership and governance
2. Shared vision and goals
3. High academic expectations
4. Orderly and conducive environment
5. Systematic evaluation procedures
6. Concentration on teaching and learning
7. School and class size
8. Students' rights and opportunities
9. Home-school partnership

(Quek, 2008)

2.6.2.2 The Education System in Malaysia on Promoting Community Cohesion.

As mentioned earlier in Section 2.6.2, Malaysia's diverse population is composed of its largest ethnic group, the Malays, as well as the long-established Chinese and Indian communities, and several indigenous groups. During the colonial British rule, primary and secondary school education was almost entirely ethnically segregated, with Malay students attending Malay schools, Chinese students attending Chinese schools run by their own community, and Indian--who were originally brought by the British from India as labourers--students attending Tamil schools (Klitgaard and Katz, 1983). A notable exception was the

Christian missionary-run secondary schools that were open to students from all three ethnic backgrounds. However, the location of the missionary schools in urban areas meant that they were more accessible to the Chinese community, who dominated trade, and less to the Malays and Indians, the majority of whom lived in poorer rural areas and on rubber estates (Ramasamy, 1993). In the few decades following Malaysia's independence in 1957 from Britain, the Malaysian government has focused on nation-building and developing a national system of education – replacing the divisive system of pre-independence years. During these years, Malaysia's New Economic Policy (NEP) was introduced. The aim was to make efforts to provide opportunities for the Malays to participate in economic activities and to abolish poverty (Cheah, 2002). These were important measures designed to include more Malays in economic activity and create equal access to economic and educational opportunities. The issues concerning education and coexistence were first addressed by the National Education Policy based on the recommendations of the 1956 Education Committee (also known as the Razak Report) as shown in Table 2.7 (Singh and Mukherjee, 1993).

Table 2.7: Malaysia Education Policy, Education Committee Goals (1956)
Source: MOE, (2009).

No.	National Education Policy, 1956 Education Committee Goals
1.	A national system of education acceptable to the people of the federation as a whole which will satisfy their needs and promote their cultural, social, economic and political development as a nation.
2.	Having regard to the intention to make Malay as the national language of the country whilst preserving and sustaining the growth and culture of other communities in Malaysia.
3.	The ultimate objective of education policy in this country must be to bring together the children of all races under a national system of education in which the national language is the main medium of instruction.

The Malaysian Ministry of Education established the national curriculum to be used in all state schools at the primary and secondary school levels and the government-funded education system has been centralised. Children from all ethnic and language groups have been provided with free and compulsory primary education. From four types of schools, parents in Malaysia will have the option to choose which type of school for their child to attend (Joseph, 2008).

The official religion of Malaysia is Islam, however for non-Muslims; they have no restriction to practice their own religious beliefs. Due to this reason, Muslim students have to attend for

Islamic religious instruction and the non-Muslims have to go for “Moral Education” classes in national schools (Guan, 2000). These classes took a lot of their contents from religious texts of the other religious groups in the country. In all government assisted schools, beside the religious subjects being taught, there were also classes on another subject known as “*civics and citizenship*”. The aim of this citizenship education was to inspire patriotic feelings in all Malaysian students by raising a civic consciousness and teaching students to live together in a plural and democratic society (Ibrahim, 2004).

It was then in 1991, the idea to establish a “Malaysia one vision school” or *Sekolah Wawasan* was introduced. The existing National government school with a National-type Chinese and Tamil school from all across the country will be under a separate administration and encouraged to combine with each other and possibly on the same school site (Cheah, 2002) . Beside education, this will enable students to share and use common school facilities to promote cohesion, such as the school canteen and the sports grounds. The vision schools have been observed with great attention by many educators and politicians, some of whom have expressed hopes that the close proximity of students of different ethnic groups and the organised activities between the schools will encourage greater interaction between students, promote community cohesion and foster national unity at the end of the day (Gallagher, 2010).

The objective of Malaysia education system is to provide all individuals with the opportunity to improve their lives, become successful members of the community and active contributors to national development (Saad, 2012). Saad (2012) adds that due to education is fundamental for Malaysia’s development and to nation building and unity, the Malaysian Ministry of Education (MOE) has ensured that all schools adopted a common standard of design for its infrastructure, while providing sufficient flexibility to tailor facilities and equipment to local needs. Measures however, need to be undertaken by Malaysia’s Government to meet its national requirement from its schools, and these include as follows:

1. Ensuring that all schools have a minimum level of acceptable infrastructure, adapted to individual school needs, in a cost effective manner;
2. Undertaking immediate maintenance on all schools in critical need of repairs; and
3. Upgrading facilities and equipment across all schools to support evolving learning requirements of students over time.

(MOE, 2012)

Literally this research identified that the Malaysian education system in past years since the independent day, has none of its main agendas that formed the design of Malaysian schools to be utilised as a community hub and worked closely with the ethnic communities who lives in the proximity of the schools. Even the Malaysians community situation have started to change a lot along the development of Malaysian socio-economy situation and the government began to recognise the importance of promoting community cohesion and the unity of one Malaysia (Keow, 2008). The Malaysia government also has planned innovative ways in integrated community development concepts that can facilitated and drive most of the efforts towards Malaysian's strong and united societies. It is thought that these community development concepts may have integrated national policies and its strategic plans with different types of community facilities available in the country (Zainal et al., 2010). However, the significant role of Malaysian schools as a community hub with the existing and future school facilities designed to promote community cohesion for the local communities did not seem to be in the list of their strategic community development plan. Figure 2.7 shows the relationship in the Malaysian situation on the existing national school roles from the designing and conceptual phase into the actual phase with less formal effort on promoting local community cohesion.

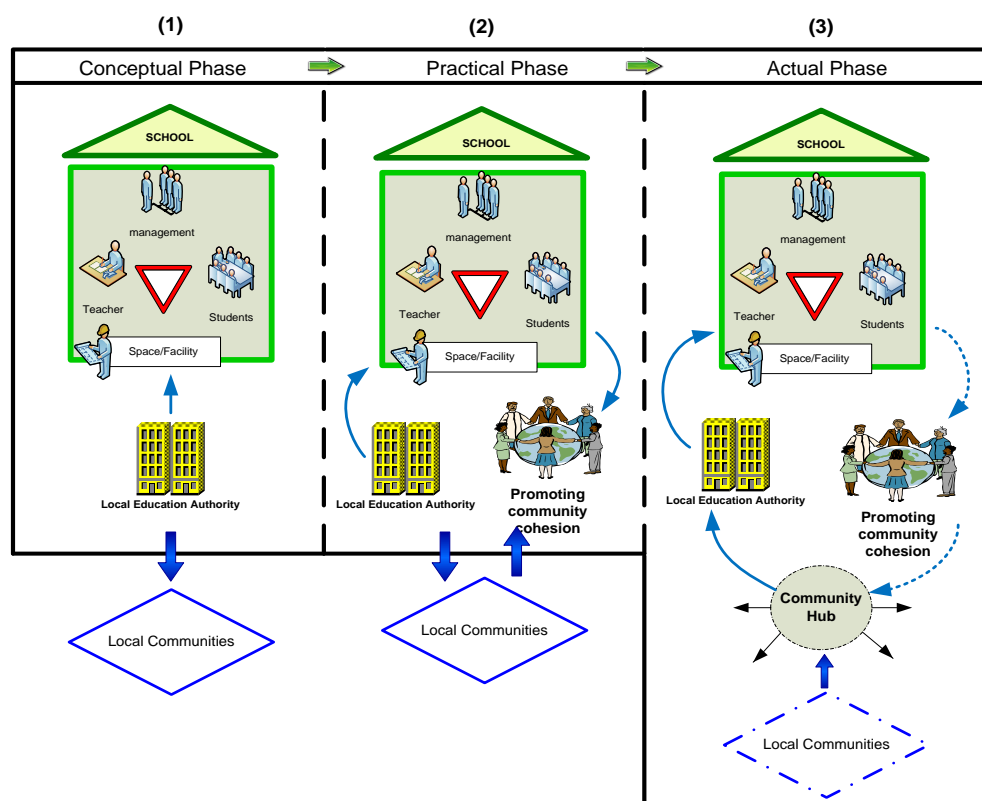


Figure 2.7: Rich Picture Diagram– Malaysia's School on Promoting Community Cohesion

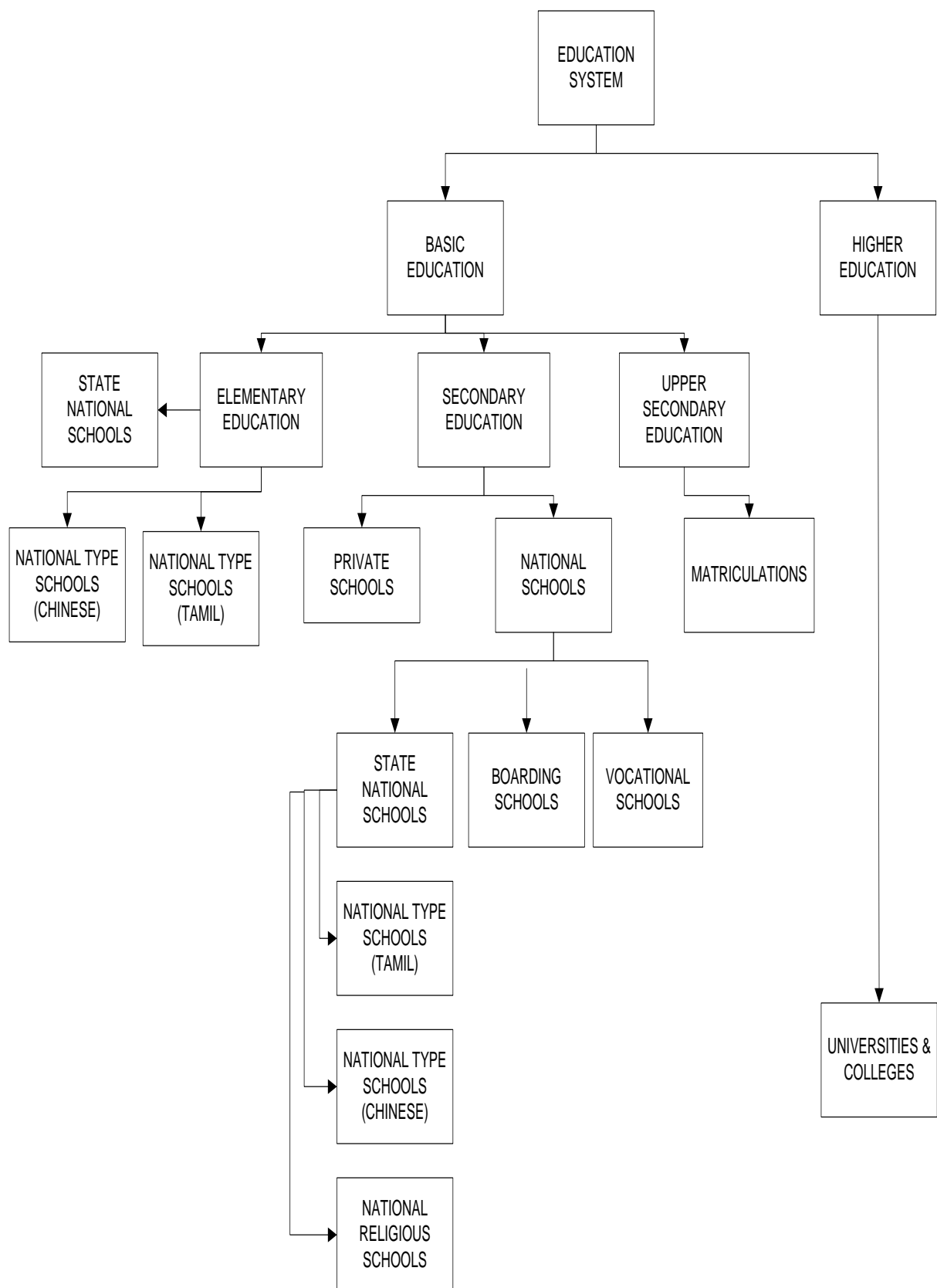


Figure 2.8: The Malaysia Education Systems
Source: (MOE, 2012)

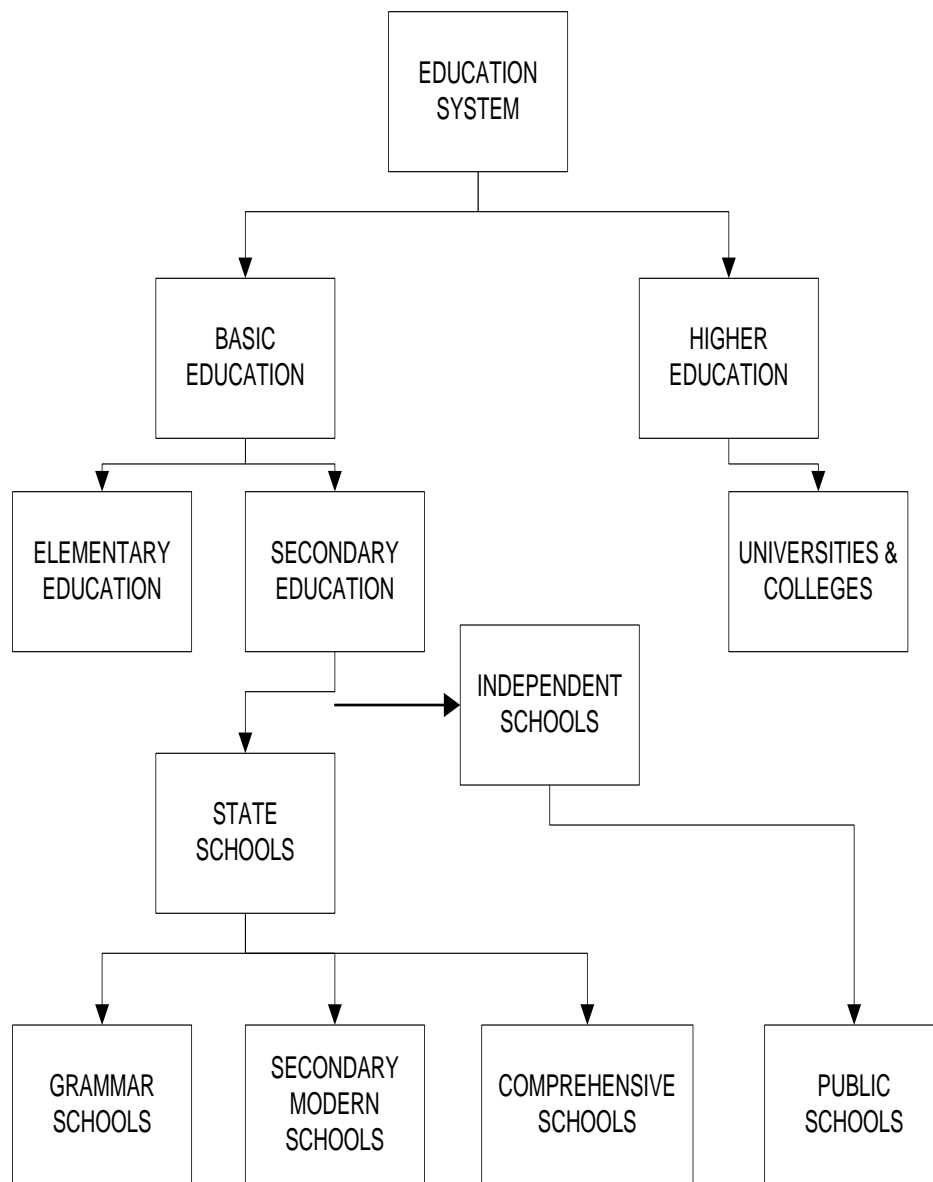


Figure 2.9: The British Education Systems
Source: (DfE, 2011)

2.7 Summary

This chapter has briefly reviewed the relevant literature that supports the research objectives formulated in the first chapter of this thesis. It is important for the researcher to understand the literature background of the research area to see the influence of schools on community needs and related social issues. This chapter has included the overview information of Sustainable Communities, background information of what a community is, the community cohesion, the relationship between education systems and the built environment. This chapter also identified the learning experience of promoting community cohesion in two countries, the United Kingdom and Malaysia and how the similarities in terms of their characteristics and process of the two countries' education systems influenced the use and the characteristics of

its schools. This chapter has been conducted at the same time as the data was collected; i.e. both primary and secondary data were collected simultaneously, within the process of Grounded Theory Methodology (GTM) approach. The significance of this literature review is therefore to establish some key foundations for the research and a 'back and forth' approach was taken, as advocated by Strauss (1998). This way of collecting and analysis data means that the sense of each data is merely grounded in the sample, and the literature will help the researcher to bring this into pre-existing conceptions.

CHAPTER 3:

ROLE OF SCHOOL AS A COMMUNITY HUB

3.0 Introduction

This chapter provides the dimensions of a school being operated to serve its community. The discussions in this chapter provide better understanding on the social implications of having schools as community facilities in creating and promoting a cohesive and harmonious community environment. In various perspectives, this chapter examined the pros and cons of the community hub concept, its role in the community and the ideas that will be informed in the practice of reconsidering the school's role within the concept of a community hub.

3.1 The Role of Schools in the Community

A school creates social activities and friendship groups for its students and is a significant aspect of school life for children. Schools give opportunities to most children to maintain healthy social relationships (Goodenow, 1992). A school can offer more than a single opportunity to enhance the values of its duty in learning and educational services to the communities in its area. Part of these opportunities has to be in promoting community cohesion, within and beyond school boundaries (Farrell et al., 2007).

Most scholars have agreed on the fact that the proximity between the community and schools as community facilities was important because some people in the community were more likely to use nearby community resources for activities such as ethnic social gatherings, religious festivals, sports activities and art and cultural performances (Deanne et al., 2003, Cummings et al., 2007). Thus an active community group formed by residents in neighbourhoods with available public facilities resources, including recreational facilities, are reported to have better experience with higher activity levels of community interactions.

It is common to most people to accept that schools are more than a place for the education of young people (Dyson, 2008). This is important because besides having a duty to produce high achievement students in education and basic skills, schools also have many social implications for its society (Redding et al., 2011). Due to this situation, schools can simply be conceived of as doorways consisting of sets of resources that range from the informational (e.g. news of a neighbourhood) to the material (e.g. grounds and building for community use) to the social (e.g. networks and sources of support) (Boethel, 2003). The significant role of schools to the community cohesion of a neighbourhood which concerned the unity of multi-ethnic communities can be derived from the school's status as one of the main public facilities most of the community used (Hudson et al., 2011).

Schools have been well placed to become a focus for community interaction and identity, due to the common needs and life stage experiences of parents with young children, existing social ties between neighbours who are also school parents and their location within catchment neighbourhoods (Witten, 2001). As a result, communities with parents of young children always perceived their local school as an amenity/service central to their everyday lives. Schools, in spite of their various types and sizes, can potentially influence the well being of children, parents and teachers, and the community wherein the schools are situated (Reynolds et al., 1996). Evidence shows that the availability of most school facilities provides informal meeting places where subconscious friendship networks can be formed, common exchanges around childcare are negotiated, and news of local events can be shared (Shackell et al., 2008).

The access to such school resources and facilities could conceivably have greater impact on the well being in less wealthy neighbourhoods because of cost and mobility barriers to other forms of community contact and resources (Witten, 2001). Traditionally schools have been recognised as centres normally located in a neighbourhood when there were limited facilities to accommodate the needs of the community. Thus schools can be perceived to be a gateway to resolve the tension in the community whenever the existing and complex social issues arise from its wider community, (Rossiter, 2007).

The initial data analysis for this research however suggests that the practical idea of utilising some parts of the school facilities after school hours, to serve at least as a meeting place for the neighbourhood's community has its own challenges. This indicates that various community perspectives need to be explored especially when reconsidering the schools' roles as community hubs and their impact on promoting community cohesion (Dryfoos, 1999).

Basically the primary role of schools mainly involves providing basic education by the teachers to their students. Schools come from different types and concepts that mostly comprise public schools as well as independent schools (DWP, 2008). Table 3.1 provides information on each standard type of schools in the United Kingdom and their characteristics.

Table 3.1: The United Kingdom's Standard Type and Characteristics of Schools

Source: *www.direct.gov.uk* , (2010)

No	Main category	Type of schools	Characteristics
1.	Mainstream State/ Public Schools	Community Schools	<p>A community school is run by the local authority, which:</p> <ul style="list-style-type: none"> • employs the staff • owns the land and buildings • decides which 'admissions criteria' to use (these are used to allocate places if the school has more applicants than places) <p>Community schools look to develop strong links with the local community, sometimes offering use of their facilities and providing services such as childcare and adult learning classes.</p>
		Foundation and Trust Schools	<p>Foundation schools are run by their own governing body, which employs the staff and sets the admissions criteria. Land and buildings are usually owned by the governing body or a charitable foundation.</p> <p>A Trust school is a type of foundation school which forms a charitable trust with an outside partner - for example, a business or educational charity - aiming to raise standards and explore new ways of working. The decision to become a Trust school is taken by the governing body, with parents having a say. Trust schools will be introduced from summer 2007.</p>
		Voluntary-Aided Schools	<p>Voluntary-aided schools are mainly religious or 'faith' schools, although anyone can apply for a place. As with foundation schools, the governing body:</p> <ul style="list-style-type: none"> • employs the staff • sets the admissions criteria <p>School buildings and land are normally owned by a charitable foundation, often a religious organisation. The governing body contributes to building and maintenance costs</p>
		Voluntary-Controlled Schools	<p>Voluntary-controlled schools are similar to voluntary aided schools, but are run by the local authority. As with community schools, the local authority:</p> <ul style="list-style-type: none"> • employs the school's staff • sets the admissions criteria <p>School land and buildings are normally owned by a charity, often a religious organisation, which also appoints some of the members of the governing body</p>
2.	Specialist Schools		Though they follow the National Curriculum, specialist schools focus on a particular subject area. Examples include sports, technology or visual arts.
3.	State Schools With Particular Characteristic		Within the state schools system described above, there are a number of schools with particular characteristics. As with other state schools, admissions are coordinated by the local authority. However, some may have different admission criteria or funding arrangements.
		Academies	Academies are independently managed, all-ability schools set up by sponsors from business, faith or voluntary groups in partnership with the Department for Children, Schools and Families and the local authority. Together they fund the land and buildings, with the government covering the running costs.
		City	These are independently managed, non-fee-paying schools in urban areas

		Technology Colleges	for pupils of all abilities aged 11 to 18. They are geared towards science, technology and the world of work, offering a range of vocational and academic qualifications.
		Community And Foundation Special Schools	Special schools cater for children with specific special educational needs. These may include physical disabilities or learning difficulties.
		Faith Schools	Faith schools are mostly run in the same way as other state schools. However, their faith status may be reflected in their religious education curriculum, admissions criteria and staffing policies.
		Grammar Schools	Grammar schools select all or most of their pupils based on academic ability.
		Maintained Boarding Schools	Maintained boarding schools offer free tuition, but charge fees for board and lodging
4.	Independent Schools		These schools set their own curriculum and admissions policies. They are funded by fees paid by parents and income from investments. Just over half have charitable status. Every independent school must be registered with the central government's education departments.

From the various types of schools mentioned in the above table, the mainstream state or public schools which consist of community schools, can be most preferred to act conceptually as a community hub for example by engaging school as a community resource to offer a range of on-site programs and services that support the success of students relationships with their families, neighbours and local communities (Farrell et al., 2007, Mansor and Alexander, 2010). Every community school models however have a slight preference, because they are developed through mutually beneficial partnerships with students, families, community agencies, businesses and residents which unique to that community. Redding (2011) states that in the USA, the community school model is often characterised by these four components:

1. Engagements between at least one community-based organisation and the school;
2. Broad representation from the community with the development of an advisory board;
3. Supportive programs and services for the academic success of students, and;
4. A full-time community school leaders or coordinator to manage and facilitate all out-of-school time activities.

(Redding et al., 2011)

Community schools are normally focused on the whole child by providing resources to support academics, health and social services but, at the same time, youth and community

development must also occur. The way to accomplish this was through community engagement, which in turn leads to improved student learning, stronger families and healthier communities (Kasim et al., 2007). This has been one of the reasons that most schools aspire to become the centre of their communities and can be accessed by almost everyone in the neighbourhood - all day, every day, evenings and weekends (Adolescence, 2009).

Within this chapter the perceptions on the capacity of the role of school to its communities are explained. It has been suggested that schools have the capacity to support the concept of extended services (Witten et al., 2001). Witten (2001) in her research reported that the role of school can give extra beneficial impact by practising its extended services to those who need to add values in their way of life and should come from the surrounding local communities. Thus in the future, these will be perceived differently in the following contexts;

1. The role of a school is more than just a school; it has to be a community institution that relied heavily upon community goodwill accumulated over a number of generations and with an important role in the propagation of local culture;
2. The role of a school to reduce the existence of natural community exclusion and boundaries in the neighbourhood even though they are living relatively close to each other, for schools as community meeting places;

(Witten et al., 2001, Hallahan, 2004)

The Office for Standards in Education, Children's Services and Skills (Ofsted) for England, in its general requirement for schools intending to extend its services, should examine the term 'community' from generic dimensions between the relationships school and community. These school and communities can be seen from various dimension which as follows:

1. The dimension where school community or community within a school– the children and young people it serves, their parents, carers and families, the school's staff and governing body, and community users of the school's facilities and services;
2. The community where the school is located – the school in its geographical community and the people who live or work in that area. This applies not just to the immediate neighbourhood but also to the city or local authority area within which a school is located;
3. The national community – all schools are, by definition, part of the national community; and

4. The global community – formed by international links.

(Keyes and Gregg, 2001)

Keyes (2001) states that a school's relationship with the community has not always been focused on one community dimension. Keyes, however, has suggested this as the first one that should be on the list and the area where the school is located before considering the wider community and international links. It has been claimed that schools themselves have created their own relationships with their communities, either by networks formed by similar or different types of schools by schools that are part of the specialist school's network or by schools that work collaboratively in clusters or other models of partnership (MLA, 2012).

There were about 24,605 schools in January 2010 in England (DfE, 2010). Throughout all these schools, the relationships from the above mentioned dimensions seemed to work accordingly (Dyson et al., 2007). In this research, however, upon earlier investigation from data obtained through in-depth interviews, there was an earlier indication that although the relationships between schools and communities have existed for years in a neighbourhood, there were perceptions that schools have slowly become less able to deliver the desired impact to the local communities. Moreover, what has been going on in schools often seems to unfold in ways that have no impact on community life outside the school or even on the community users of the school space (Higgins et al., 2005). Higgins (2005) states that the benefit of having such school relationships with the communities may not have properly given enough influence to have an effect among the wider communities.

Most governments have made through its political persuasion with their own communities and always seen the objective of community cohesion and the agendas of Sustainable Communities as one of the manifesto in every government campaign (Wheeler, 2009). This can be evident from detailed local guidelines drafted on the improvement of schools development or even completed policies on school relationships with the local communities.

Universally, the opportunities of having a school as a place for each community to take advantage of their cultural perspectives in the context of urban or rural communities' development these days have been acceptable. However it all depends on a school's resources, capacity, priorities and objectives. Though the differences between the urban neighbourhood with or without school sometimes were not as valuable as those found in rural neighbourhood areas (Ainscow et al., 2010).

The availability of other civic places or community facilities such as libraries, parks, and service clubs sometimes have also contribute to community welfare and needs in the larger communities (Lyson, 2002, Roseland and Connelly, 2005). Perhaps with all these in place, the communities in local neighbourhood should come to realise that from time to time, they need to be promoted for a better local living environment. This can also be supported by learning from each other culturally and create reasons to become sustainable communities (Robinson, 2005).

In addition, one of the outcomes from the school-community relationship can be most effective when the roles of school in a community are in establishing an environment for a learning community (Higgins et al., 2005). A learning community is often viewed as a group of people who are willing to share common emotions, values or beliefs and have actively engaged in learning together from each other, and by training (Moosung and Tom, 2007). This view was similar to Drew's (2004) who wrote about the educative community which composed of a multitude of educating facilities such as school, home, places of worship, the media, museums, libraries, community agencies, and businesses (Drew, 2004). Everyone in the community can be considered accountable for the quality of their learning community environment, due to the availability of these facilities. The establishment of the inter-relationship between the members of communities with their learning community environment, therefore, supported the concept of schools and communities in enhancing the relationship for their mutual benefit. In addition, there are three basic approaches that can be taken as ideological in promoting school and community relationship. These short terms interrelated approaches are as follows:

1. The first approach perceives the school as the heart of the community. The school becomes a resource for lifelong learning and opportunities for promoting a wide range of social and volunteering services.
2. The second approach perceives the community as part of the curriculum, emphasising the study of community in all its complexity. It's could be pointed out that when students and the school committees learned about the surrounding communities and get directly involved with local residents; they tend to value their community more highly.

3. The last approach encourages students to identify potential service needs in their communities and establish a business to address those needs.

(Nachtigal et al., 1989, Kretzmann, 1992, Everson, 1994)

In the early research stage of data collection and initial data analysis processes using Grounded Theory Methodology, as part of the process, it was considered important for this research to understand the challenges and potential long-term benefits of the school-community relationships especially due to the involvement of many important aspects including leadership development, renewed civic responsibility and a revitalised sense of community.

3.2 The Role of Community Hub in the Community

The term “community hub” or community centre established in contemporary urban design and community planning concepts (Falk and Carley, 2012). Falk (2012) explained that the same term, however, can be used to represent different matters in different contexts. The term brings different meaning to people who lived in urban or rural areas. This was due to the derivation of the term ‘community’ implying something that can be publicly owned and designed that used to address the needs of a local population. ‘Hub’ implies a central position where things come together (Rossiter, 2007).

Lock (2008) suggested that in urban design, a community hub can theoretically be found and clustered together within the existing community facilities including a school site which can be specifically designed to maximise shared space and provide varying options for entry, egress and parking. The intention to have the right building should be ideally aimed at constructing an integrated facility (Lock, 2008).

In some contexts of the situations, for example, in most urban neighbourhoods, community hub can be designed from a wide range of community facilities used by local communities for recreational and social purposes, including as community centres, meeting places, community halls, community learning centres, adventure games centres and leisure centres (Farrell et al., 2007).

The essence of a community hub is the concentration of activities that occurs and how the combination of those activities, is accessible to, and serves the needs of, a diverse range of community members (Mansor and Alexander, 2010). Most importantly, the key to a successful hub is integration. Community hubs are not just about co-locating services, or

having a fully booked number of rooms, or having a wide range of groups booking a facility, or designing a basic building, or even cultivating a community (Rossiter, 2007). Thus the hub concept often exists during certain community activities generated in a common space through interweaving the social fabric of the community, hub services, activities and programs (Graves, 2011).

Community hubs can be more than the traditional community or neighbourhood centers. The combination of community usages within a hub will be more comprehensive and it creates meaningful spaces for participation in future community development (Haines and Green, 2011). This may include shared facilities such as a public library. The same goes to other centralised services like the health care, and social support; space for community groups meet or functions and events; office space for community organisations, or possibly some form of enterprise, whether that be commercial or social in nature (SPM, 2007). Community hubs are also places that encourage social gatherings and are designed to provide spaces for people to congregate and meet together in both planned and incidental ways.

A strong element of a successful community hub can also rely on its accessibility. It often recognises that accessibility relates with an affordability component and to be truly accessible, the activities, programs, services and events conducted from a hub must be affordable to the main target groups within local communities. Thus, the hub's location in relation to community activity centers and public transport has been another key defining feature (Graves, 2011) .

While there is no single or precise definition of the term community hub being suggested in the literature and as each community is different, each community hub must also be different if it is to respond to local needs and values. This research applies the definition suggested by Rossiter (2007) which defines a community hub as a conveniently located public place recognised and valued by the local communities as more than a gathering place for people and an access point for a wide range of community activities, programs, services and events.

Rossiter (2007) continues to describe the common key characteristics that help to clarify what a community hub should be referred to by practitioners in built environment sectors, communities and local authorities (please refer to Table 3.2).

Table 3.2: Common Key Characteristics of a Community Hub
Source: (Rossiter, 2007)

Common key characteristics of a community hub	Descriptions
1. Co-locate or cluster a range of community facilities and human services	<p>Hubs bring together multiple services and activities in ways that promote:</p> <ul style="list-style-type: none"> Enhanced convenience for clients who can access multiple services from a single location. Greater coordination of service delivery as collocation promotes closer ties and more collaborative working relationships. Greater synergy, visibility, safety, security and the creation of focal points for the community through clustering facilities and services.
2. Respond to, and are shaped by, the unique circumstances and needs and assets of their community.	Promoting service collaboration and efficiencies is important. However addressing local community needs and supporting and developing community strengths is fundamental and paramount.
3. Include a variety of uses and services that attract different groups of people at different times of the day and meet a wide range of community needs and support community strengths.	Ensuring that hubs contain a variety of uses that attract a variety of people. This is important to ensuring that hubs overcome the perception of 'stigma' and they do serve multiple needs and have a positive influence in communities.
4. Attract people and are identified as a focal point for the community.	Providing places for local community to meet in both formal and informal ways. Provide a focus for community cohesion, community celebration and public gathering.
5. A place that readily accessible to ensure all community members can utilise them.	Servicing diverse communities and must be accessible to the widest possible range of community members. In convenient and central locations that are well served by a range of transport, particularly public transport is essential. This includes safe and adequate parking.
6. Have a civic quality, sense of stability and level of amenity that marks them as an important place in the community, and	Designing with quality community values can assist to ensure that a community hub is clearly identified as an important asset that is highly valued by the community. In urban or rural areas, a community hub should be a place that people feel a strong sense of ownership about and are proud of.
7. Include an inviting public domain that encourages people to interact in the public realm.	It is equally important for hubs to incorporate spaces where people can go to sit, contemplate, meet their neighbours, or just observe the comings and goings of an interesting and vibrant place. Open spaces also provide venues for community celebrations and events which help to enhance the range of activities that occur in and around a community hub. Providing outdoor space as part of the hub can be useful for overflow events

	and cultural activities.
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As mentioned earlier in this chapter, community hub can be considered as one of the essential elements in promoting the quality of people life in, and sustainability of, local communities. Thus, it is important to ensure that every community hub's new development, or change of use, does not result in the loss of these concepts (Lock, 2008). Most of the community hubs are non-profit-making and can be vulnerable to commercial development proposals (Rossiter, 2007). Consequently, the local authorities who maintain these community hubs will seek to protect existing community hubs against the other community facilities through the careful consideration of planning applications that have a detrimental impact on their continued existence (McShane, 2006a). Once proposals for the change-of-use of a community facility are being considered, it will be necessary to take account of this level of support and patronage. Overall, it is continuously important to sustain the usability of community hub facilities and to have the support of the local population to ensure their continued viability and existence.

3.3 School as a Community Hub

The perception of a school's role within its various programs with communities to promote interactions can be improved from time to time (Davis, 2000). The concept of strengthening the relationships between the schools' services within their surrounding communities was certainly not new (Dryfoos, 1994, Schuch, 2003, Dyson, 2008).

Although the basic purpose of common school facilities is to provide the youth of the community a sound education program, the complete function of education is not achieved until the school facilities are made to serve the total community (Schneider, 2002). To accomplish this objective, when the school facilities are not in use for normal school purposes, the use of these school facilities may be permitted for auxiliary, educational, recreational, cultural, civic, social, religious or other purposes upon payment of the prescribed fees and subject to the specified requirements or regulations (Vincent et al., 2010) This right of access, however, is subject to any constitutional limitations regarding religious expression in public schools.

A school that serves as a community centre or hub can bring hope to an area with social and economic difficulties and impact positively on the regeneration of the area (Schuch, 2003). As such its roles will give guidance to develop sustainable ways for the community to respect and trust each other. The ideas on learning new things together, for example, using the latest

Information and Communications Technology (ICT) together or participating in any new local multi cultural knowledge programs, can preserve the existing social harmony in the communities (Adriana and Tania, 2007).

Schools can be perceived as one of the community resources that have the same effect as other community facilities, whereby promoting the process of community cohesion for the surrounding communities will be an ongoing process (Mansor and Alexander, 2010). However, as for expectations on the role of school as a community hub, the locals must be aware that they have no definite right or control of the school facilities for unethical reasons or individual needs as schools are often operated by the school board or the local authority. Vincent (2010) states that the perceptions on the role of schools that incorporate social values to the community relationships have to be aligned with community cohesion purposes.

Furthermore, potential interaction and the idea of having a positive relationship between schools and the communities they serve are not new. This is one of the reason on why it is importance to have school close to the home for the inculcation of moral values for the communities within or beyond the school's gate (Wheeler, 2009) Most of the following case studies in the United Kingdom and other countries have indicated that such relationship is crucial (Friedman et al., 2006, Lyson, 2002). Deanne et al (2003), who has worked on exploring how schools serving two deprived areas, saw their roles, what activities they undertook, and the successes and problems they experienced, ought to bring some serious conclusions. In her report, Deanne (2003) concluded that:

- (a) Schools have more effect on the neighbourhood and pupils if they are able to operate with stronger support from the local authority and local community organisations and with a more clearly defined and holistic role;
- (b) Those who saw schools as a community resource, were likely to open their facilities to local people, offering community education, and providing support to families;
- (c) Rather than considering how schools can contribute to the regeneration process of disadvantaged areas alongside its learning and educational main tasks, it might be more appropriate to enhance the living qualities of all community members they serve in the area.

There is another example of what could be represented by having schools as a community hub that often embrace the concept of community cohesion and this is by providing a 'one stop

shop' in terms of education, well-being and social services from the whole community concept (Mansor and Alexander, 2010).

The desire by members of communities to have a good sense of their neighbourhood schools and the desire to build a positive and promote community development is considered real and worthwhile for every appreciation (Cantle, 2001). However, the relationships and the processes will take time, energy and devotion to pursuing such goals and there are many obstacles and challenges to overcome (Graves, 2011).

It has been reported that most of the school community hub cases focused on the needs and desired outcomes of the community (Farrell et al., 2007, Lock, 2008). This was important due to the common reasons that relate to the uniqueness in various characteristics in either urban or rural communities rather than being constrained by a predetermined notion of what a community hub should be (Graves, 2011). Schools that emphasise their roles as a community hub responded benefits to the social, economic, cultural needs and environmental opportunities and constraints that exist within a local community. Therefore, the approaches to add values on the role of schools as a community hub are not antithetical to the underlying beliefs that inspire the ideas.

Ultimately, the benefits to individuals or the communities appear to be immense, the perceptions for putting the issue of the role of schools as community hubs squarely on the table for long term policy discussion should have been appreciated. Whether the school is viable as a hub or not in the current setup condition, the implementation of the ideas surrounding community hubs into schools and communities is important.

3.4 Summary

This chapter consists of the extended literature review that meets the objective to study the factors influencing the roles of schools as a community hub from a community cohesion perspective. The motive of a school as a community hub has to be understood in terms of its effect on community living regardless of where the school is located. This has become an important aspect especially if the locations have been disadvantaged with social issues in its communities.

In light of the ongoing discussion, this chapter becomes the rationale on conducting focus on the significant role of school facilities as a community hub and its impact on promoting cohesion within local communities' perspectives.

It is important for this research to further explore the phenomenon with an approach that will explain the nature of the issues from the ground. In the end, conclusions can be made on the emergent findings, so that the aim of this research to develop a framework within the understanding of the community perspectives on the role of school as a community hub and its criteria or impact on promoting community cohesion towards Sustainable Communities can be achieved.

CHAPTER 4:

RESEARCH METHODOLOGY

4.0 Introduction

The research methodology developed for this research is driven by the ontological and epistemological assumptions about the way the researcher views the world and the context in the society (Saunders et al., 2009). This relates to the development of knowledge and focus for the researcher to underpin all decisions made during the research (Creswell, 1998). Thus, to make sure that an appropriate research design is chosen, the developed research methodology must be congruent with the researcher's beliefs. In regards to this point, an exploration of qualitative methods established a methodology of emergent concepts and theory, known as grounded theory approach, to be the most appropriate approach in satisfying the aim and objectives of this research. The following discussion explained the reason why the grounded theory approach suits the purposes of this research study.

This research study uses case studies in order to explain the reasoning behind and the development process of the whole research situation. Attempts to find answers in the literature raised more questions and disclosed apparent gaps (Birks and Mills, 2011). Early inquiry, including a literature review and informal interviews and parameter observation merely suggested a direction but offered no hypotheses (Bryant and Charmaz, 2010). Thus, two case studies were identified and conducted for the purpose of investigating the research objectives which were mentioned in chapter one. The first case study was conducted in the United Kingdom, whilst the second case study was conducted in Malaysia.

For the purpose of capturing the richness of the information along the case studies' storylines as part of the understanding process and to help develop a shared understanding of a given situation, an approach using Rich Picture Diagrams (RPD) has been applied specifically in this research. The strength of combining grounded theory approach and RPD was

demonstrated in its ability to study complex relationships between different actors as shown in the case study, when analysing the value of reconsidering school role as a community hub and its contribution to promote community cohesion with various local community representatives on different interests and values (Sutrisna and Barrett, 2007).

The rest of this chapter describes the methods of data collection and how to do data analysis using the process of grounded theory approach. Most of the necessary considerations such as ethical considerations, sampling strategy, memo-writing, will be briefly described in this section. Summative explanations of the coding process for data analysis will show the application of grounded theorist qualitative codes, by defining what the researcher sees in the data (Charmaz, 2008).

4.1 Research Methodology

The purpose of doing a research started when the changing nature of the environment, surrounding, social, economic and human lifestyles lead to someone questioning the phenomena. There appears to be an endless requirement to increase the performance of life from many aspects (Swartz et al., 1998). It is common to acquire knowledge through a structured process of empirical study that leads to the contribution of new knowledge. This process combined the techniques used to enquire into a specific situation or phenomenon. The common term is known as the methodology (Easterby-Smith et al., 2008).

Swartz et al. (1998) states that what and where to research are something very closely related. The researchers have to decide what he or she looks for in their research. The selection of acquiring the knowledge from the researcher's viewpoint will so much depend on their academic background or even through acquiring many years of work experience (Moriarty, 2011). This stimulates the desire to explore new areas of knowledge that can be acquired through a research process (Mack and Woodson, 2005). However, as a new researcher in the making, he or she needs to seek professionals or academics who have the expertise and interest in the research topic proposed, and who are able to give supervision (Swartz et al., 1998).

The research methodology chosen by the researcher was driven by the ontological and epistemological assumptions about the way the researcher views the world and the context of the society (Saunders et al., 2009). Figure 4.1 shows the research Onion introduced by Saunders in deciding the research methodology. This relates to the development of knowledge and focus for the researcher to underpin all decisions made during the research (Creswell,

1998). Bryman (2004) indicates that most of the qualitative research method enables researchers to look into questions of meaning, examine institutional and social practices and processes, identify barriers and facilitators to change, and discover the reasons for the success or failure of interventions (Bryman and Teevan, 2004).

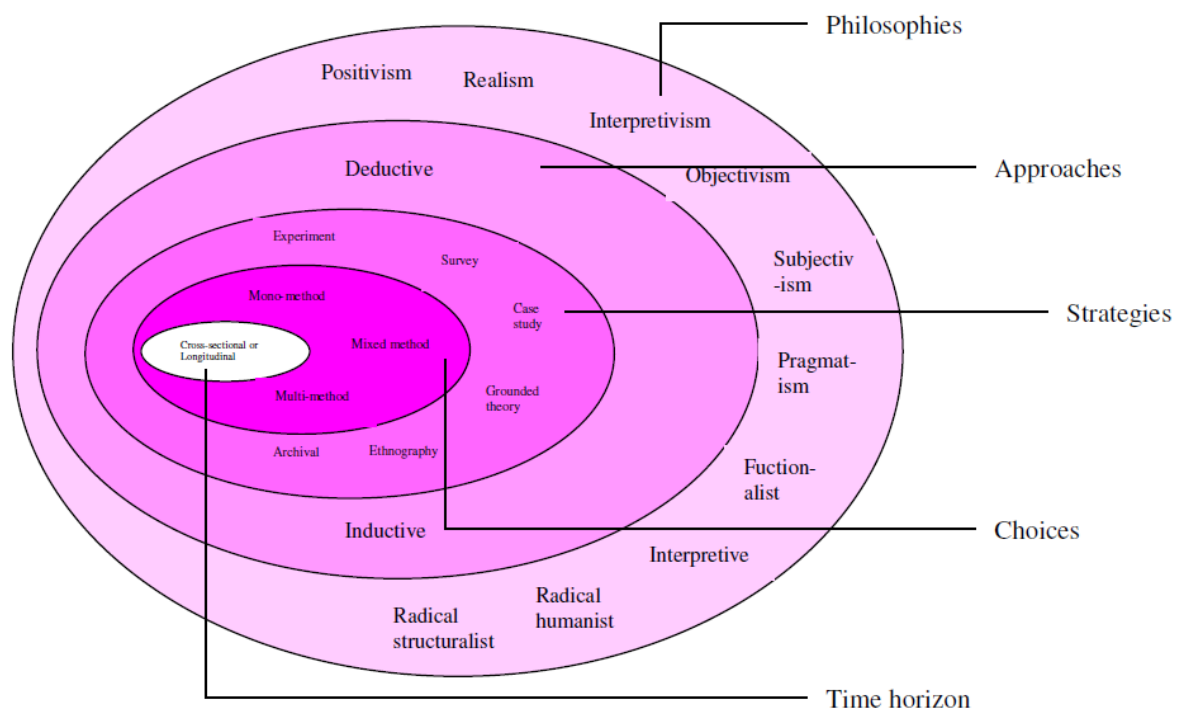


Figure 4.1: The Saunderson's research Onion
Source: (Saunders et al., 2011)

4.2 Research Philosophy

The philosophical stance needs to be laid in a strong foundation of epistemological undertakings, ontological assumptions and axiological purposes. It is important to have a clear understanding about research philosophies because they guide the researcher to see how new knowledge can be created.

A research philosophy is an investigation of the nature, causes, or principles of reality, knowledge, or values, based on logical reasoning rather than empirical methods. Therefore, it contributes to the body of knowledge in an appropriate manner (Frankfort and Nachmias, 2007).

There are three reasons emphasised by Easterby-Smith et al. (2008) in regards to philosophical issues that need to be understood while conducting research:

1. It helps to clarify the research design.
2. It helps the researcher to identify and create research designs which may be outside of his past experiences.
3. It helps the researcher to identify which research design will work and which will not work under different circumstances.

Research philosophies have two main paradigms, namely: Positivism (objectivism) and Interpretivism (social constructionism).

• ***Positivism***

Learning can be acquired, and that reality as well as knowledge is discovered, rather than created as suggests by the positivist philosophy that. This because behaviourism and cognitivism based learning and instructional theories are grounded (Sutrisna, 2007).

• ***Interpretivism***

Social learning based theories are more closely aligned with constructivist philosophy because they suggest that knowledge is constructed based on experience with the world and people, so that reality is constructed.

As a whole, the research philosophy contains important assumptions that will underpin the research strategy and research methods chosen as part of that strategy (Saunders et al., 2009). This process helps the researcher to gain knowledge based on empirical study. Therefore it makes a contribution to the body of knowledge in an appropriate manner. Nevertheless, all the components (epistemology, ontology and axiology) should be taken into account in order to make the research more rigorous, no matter whether they are positivist or constructivist.

Epistemological undertaking

Epistemology is a general set of assumptions about how the world is viewed in reality (how the researchers can come to know what they know) and someone acquires and accepts knowledge about the world (Hayes and Oppenheim, 1997, Sexton, 2007). Based on the epistemological stance, positivism advocates the application of methods of natural science to the study of (social) reality and beyond as the 'truth' that is going to be discovered. Conversely, interpretivism is an epistemological position that separates objects of natural

science from the (social) actors as the researcher/observers, who somehow construct their own 'truth' in viewing the world (Sutrisna, 2007).

In different directions, many authors and researchers agree that positivism is a philosophy which states that the only authentic knowledge is the knowledge that is based on the actual sense of experience. Such knowledge can only come from affirmation of theories through a strict scientific method (Easterby-Smith et al., 2008, Belbase, 2007, Sexton, 2007, Amaratunga et al., 2001).

Constructionism is a view in philosophy according to which all knowledge is constructed in as much as it is contingent on connection, human perception and social experience. Constructivism is a research paradigm that denies the existence of an objective reality, *"asserting instead that realities are social constructions of the mind, and that there exist as many such constructions as there are individuals (although clearly many constructions will be shared)"* (Guba and Lincoln, 1989, p. 43).

For the researcher, it is vital to let the epistemological stance of the research be attended together with the ontological assumption and axiological purpose as it is a part of the philosophical branch of knowledge. It will help better for the researcher to understand the research that they undertake, even from an early stage, in order to help clarify objectives, as well as in making a significant contribution to the body of knowledge.

Ontological assumptions

Ontology is an assumption that the researcher makes about the nature of reality (Sexton, 2007). It is about what the researcher believes about the world. It is an evaluation of conceptions of truth and the nature of being. Ontology is more concerned about looking at a description or speculation of basic categories and the relationships of being or existence; to define entities and types of entities within its framework. In the matter of a philosophical subject, ontology deals with the precise utilisation of words as descriptors of entities or realities. Sexton (2003) shows that ontology can fall under realism or idealism of research knowledge. Thus, ontological philosophy helps the researcher to recognise the research based on the knowledge of realism or idealism.

Axiological purposes

Ontology and epistemology deal with truth; however, axiology is about values and ethics. The axiological purpose is an assumption about the nature of values and the foundation of value judgment (Sexton, 2008). Axiology is also called value theory, and includes the disciplines of

ethics, pragmatics, and aesthetics. Values provide the standard for the evaluation of epistemological and ontological claims. The nature of value can be determined: either it is value-free and unbiased, or it is value-laden and biased (Mingers 2003).

The development of the robust research design is naturally influenced by the research paradigm and philosophical stance of the researcher which is congruent with his/her beliefs about the nature of reality. Consciously subjecting such beliefs to an ontological interrogation in the first instance will light up the epistemological and methodological possibilities that are available (Denzin and Lincoln, 2000). Further, these three assumptions will help to position the research within the philosophical continuum.

4.2.1 The Position of the Research Paradigm

In summation of the discussion on the research philosophy section, the research positioning towards interpretivism has been identified as the most appropriate research philosophy for this study. As the main research aim is to develop a framework that will guide local communities and authorities to be able to leverage schools to use as a community hub in order to promote community cohesion for sustainable communities vision, the justification of the study is therefore built around the two main concepts of school as a community hub facility and promoting community cohesion for the local communities. With emphasis on the delivery of school as community facilities in this study, the interrelationship between those two main concepts will be able to provide a strong basis for developing a substantive theory required.

The positioning of the research paradigm for this study is summarised as having these three qualities as follows:

- ***Ontological assumption.***

This study is largely a theory building attempt rather than a theory testing attempt. Therefore it holds the ontological assumption that reality is not pre-determined, but all social phenomena are socially constructed and as such must be positioned in time, space and culture. Additionally, the research environment was not expected to be controlled and simplified with assumptions and hypotheses as in the deductive research approach used in positivist studies. Conversely, an inductive research approach is used with the intention of generating rich data to build up theories. This stance is consistent with the systems thinking school which sees real properties as emergent depending on where the system boundary is drawn.

- ***Epistemological undertaking.***

The nature of this study is rooted in the notion of lived-world experience because it leans more towards interpretivism. This study believed that experience or knowledge is both created and constructed by an individual within a social and cultural system located in time and space. Knowledge is therefore both material and immaterial.

- ***Axiological purpose.***

The selection of this research is determined by human beliefs and interests and due to this, it leans more towards the value-laden (Easterby-Smith et al., 2008). Easterby-Smith accords that there is the knowledge under the phenomenon study that is actually information in action and therefore is already being applied to a situation. Thus, the idea constructed is determined by human beliefs or interests and the research environment cannot be controlled by it. Due this reasons, the research study holds a value-laden research as the main option.

Accordingly, Figure 4.1 illustrates the positioning of the research within the philosophical continuum within which it may fall pertaining to this study.

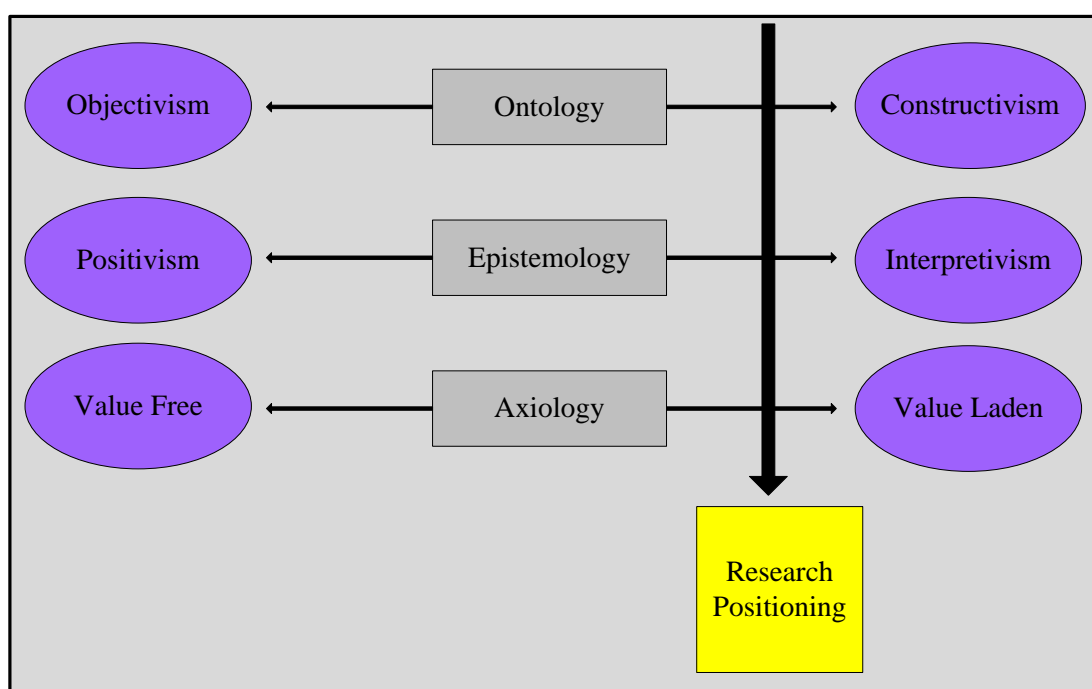


Figure 4.2: Positioning the Research within the Philosophical Continuum
Source: the Researcher

Given this close alignment, data will be examined from both the participants' and the researcher's own interpretations – this should provide deep understanding of the research topic. Integrating the methodologies as a research strategy appears to offer the advantage of a more holistic explanation, because

In summary, the nature of this study contributes to the establishment of a philosophical basis for the research within the epistemological territory of social constructionism (interpretivism), the ontological stand of idealism and the axiological view of being value-laden and therefore possibly biased, as it is determined by the experience and interpretations of the researcher which positions the researcher in a social constructivist tradition qualitative research paradigm.

4.3 Research Approach

This research has been influenced by the researcher's ontological and epistemological stance which is leaning on a social constructivist view which informs the application of a grounded theory approach and the adoption of relevant research strategies for data collection and analysis techniques. Social constructivism, a theory of knowledge in epistemology, argues that humans generate knowledge and meaning from an interaction between their experiences and their ideas, or in other words, a social scientific perspective that addresses how realities were made (Hayes and Oppenheim, 1997, Mills et al., 2006, Charmaz, 2008). This philosophical standing of the research influences the selection and the adoption of grounded theory approach for the collection and analysis of data as described within the next section.

4.3.1. The Approach of Grounded Theory Methodology

Grounded theory methodology is intended to be an approach that is capable of generating or discovering a new theory that is closely related to the context of the phenomena being investigated (Glaser and Strauss, 1967, Strauss and Corbin, 1990, Strauss and Corbin, 1998, Strauss, 2001). It was first introduced in 1967 by two sociologists, Barney Glaser and Anselm Strauss, describing it as a "general, inductive and interpretive research method". Goulding (1998) and Mansourian (2006) have quoted the definitions from both authors:

Strauss and Corbin, authors of *"Basics of Qualitative Research: Grounded Theory Procedures and Techniques in 1990, 1994 and 1998 "* are two of the model's greatest advocates, and define Grounded Theory as follows:

"The grounded theory approach is a qualitative research method that uses a systematic set of procedures to develop an inductively derived grounded theory about a phenomenon".

"Grounded theory is based on the systematic generating of theory from data that it is systematically obtained from social research "

(Mansourian, 2006 p. 387)

"Grounded theory is a general methodology for developing theory that is grounded in data systematically gathered and analysed. Theory evolves during actual research, and it does this through continuous interplay between analysis and data collection"

(Strauss and Corbin, 1994 p. 273).

Grounded theory, as a qualitative research approach, can provide ways to explore new theory in areas previously under explored. Grounded theory is a method of conducting qualitative research that focuses on creating conceptual frameworks or theories through building inductive analysis from the data (Morse et al., 2008). This research approach differs from other qualitative approaches because it drives researchers closely into data analysis while collecting data. It makes the researcher the primary research tool; interpreting and making sense of the data, or interrogating the data research (Locke, 2001).

The grounded theory approach differs in the way that core categories of data emerge from the discipline of sociology (Bryant, 2009). It is essentially based on three elements: concepts, categories and proposition (Cutcliffe, 2000). However, concepts are the key elements of analysis since the framework is developed from the conceptualisation of data, rather than the actual data (Guba and Lincoln, 1994).

Figure 4.2, shows the elements of grounded theory that provide a way of generating the framework of local significance, while also allowing research to be conducted in other independent entity or domains to inform the development of the conceptual framework, which has been grounded in data derived from a context.

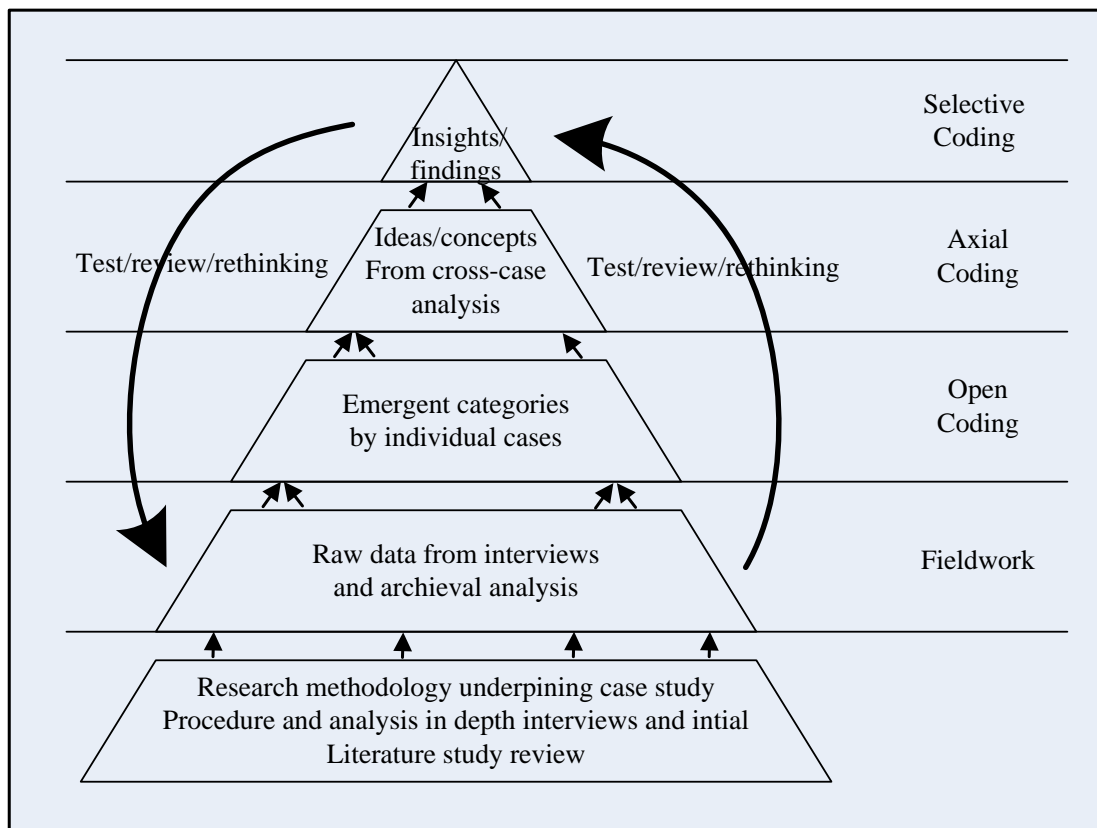


Figure 4.3: Elements of Grounded Theory

Source: (Barrett, 2007, Eaves, 2001)

Grounded theory approach has been used in a qualitative research design and was based on an emergent design where the researcher continuously adopts the inquiry methods as the study progresses based on what is learned in the study to the point of saturation (Strauss and Corbin, 1990). Although the researcher gives careful thought to the research design when planning the study, research design using grounded theory starts with and involves applicable approach that is suitable to a study rather than a detailed process. The research process needs to be flexible enough to allow for modifying of the study design to accommodate issues that emerge as the study progresses (Greco et al., 2010). A grounded theory approach was chosen in this research as the most appropriate way to build up understanding through comparisons of the same events or processes in different situations as the field under study was relatively undeveloped (Glaser and Strauss, 1967).

Grounded theory does not persuasively accept existing theoretical formulations as the lens through which to view the research domain, but requires that the data collection creates new theoretical lenses and serves as the basis for evaluating the appropriateness of existing theory to the substantive domain (Partington, 2002).

The conventions of the Straussian's (2001) version of the grounded theory design which placed greater emphasis on the researcher using a systematic matrix for coding has been considered in this research rather than Glaser's (2002) approach which directs the researcher not to subscribe to using a matrix but to allow the emergent nature of the analysis to dictate the study's direction. This is also taking into account Charmaz's (2006) assertion that the researcher is not a separate entity, but integral to the process of data collection and theory development, due to the researcher's past and present experiences. Table 4.1 shows the Straussian's approaches in grounded theory.

With the Straussian's design, this research has been relying largely upon the collection of incidents through data interviews with the representatives of local community groups who have witnessed and experienced their local school development in their lifetimes. The reason the grounded theory approach suits the purposes of this research study is justified on the following grounds. Firstly, grounded theory facilitates this research as an empowerment approach to this research journey (Birks and Mills, 2011). It recognises each of the research participants as a source of expertise which primarily serves as the basis contribution for the conceptual framework development in this research study. Secondly, the aim of this research is to develop a framework that will guide local communities and authorities to be able to leverage schools to use as a community hub in order to promote community cohesion for sustainable communities vision. This framework will be related to the enhancement roles of a school as a community hub, rather than validating existing knowledge on common roles of a traditional school.

Table 4.1: The Summary of the Grounded Theory Straussian's Approach
Source: (Bryant, 2009, Gruder et al., 2007)

Grounded Theory – The Straussian's Approach	
Paradigm	Constructivist
Ontology	Relativist
Epistemology	Contextualise - where the findings are “the result of the construction of inter-subjective meanings”
Methodological	
<i>Data type</i>	Primarily qualitative data
<i>Research question</i>	Predetermined research question

<i>Initial coding</i>	Initial coding through open coding
<i>Researcher relationship to the data</i>	Researcher actively interrogate the data
<i>Verification of theory</i>	Verification through constant comparison and capturing multiple perspectives existing at a historical moment
<i>Theoretical framework</i>	Use of predetermined paradigm model

The focus of this research evolves from the study of a phenomenon situated in one particular situational context (Byrne, 2011). This will lead to a theoretical interpretation or explanation of a delimited problem in a particular context, such as family relationships, formal organisations, community perceptions or children education (Bryant, 2009). It is not something that emerges from a study of a phenomenon examined under many different types of situations (Charmaz, 2006). It is not a theoretical rendering of a generic issue or process that cuts across several substantive areas of study (Cutcliffe, 2000) and the variety of situations studied (Strauss and Corbin, 1990). The framework for this study provides a set of explanations that accounts for phenomena within a particular circumstance.

4.4. Research Strategy

Research design requires a choice of research strategy. The relative usefulness and application of case studies as the research strategy in this research indicates the investigation on actual phenomenon of the case study situation in the process of grounded theory approach (Howell, 2012).

4.4.1 Case Study

The purpose of a case study site is precisely to understand the scenario in related depth and it provides the opportunity to ask penetrating questions. Case study is the right approach for data collection and analysis in order to appropriately carry out the research of grounded theory approach. The use of case study in this research is expected to provide a clearer picture and thus assist in the direction of future research (Bryman and Teevan, 2004). It has been suggested that the number of case studies are important for developing concepts, or to generate a theory by integrating several concepts, propositions and world-views (Yin, 2003). This research, as outlined in previous chapters, has chosen a multiple case study design.

By the time of the primary data collection, a case study can be identified at the same time as the data collection and analysis. The purpose of a case study is to be a method of choice when the collected situational data comes from many sources including people, observation,

records, etc. (Yin, 2003). Yin further suggests a multiple-case design is desirable when the intent of the research is description, theory building, or theory testing. By using a school as a case study for this research, the relationship needs to be established within the data analysis process. The purpose is to explore significant related factors between school roles as a community hub and its impact on promoting the community cohesion perspective.

As Darke *et al.* (1998 p.275) suggest, “*Single cases provide for in-depth investigation and rich description. Multiple case-designs allow literal or theoretical replication and cross-case comparison.*”

This research was represented by two case studies situated in two different nations whilst sharing similar characteristic in terms of data profile of diverse ethnics’ population, socio economic structure and civic needs during the research process. Case study 1 represents the research process for Cheetham Hill and Crumpsall Ward, Manchester, United Kingdom with a secondary school known as Abraham Moss High School (AMHS). Case study 2 represents the research process for Mukim Pengkalan in District of Alor Gajah, Melaka, Malaysia, with a secondary school known as Datuk Seri Mohd Zin Vocational High School (DSMZVHS).

As for the United Kingdom, the work and policies has been structured for its schools in order to promote community cohesion to the local communities. It was mentioned earlier in Chapter 2 that there are similarities in the education system between both countries. However, the United Kingdom is relatively advanced in terms of community engagement programmes and focuses. Therefore it is logical to have another school as a case study in Malaysia. Malaysia’s educational system and schools, however, was not well established in terms of the impact of promoting community cohesion to the local communities in the first place. Further information about both case studies can be seen in Appendices A and B respectively.

4.5 Research Process

As described earlier in this chapter, the Straussian approach to grounded theory is chosen as the most appropriate approach for this research study. The Straussian approach implies that the researcher is the primary research tool, interpreting and making sense of the data, or interrogating the data, in order to construct a transient, contemporary, consensual perspective of reality that is informed by multiple perspectives (Locke, 2001). Strauss (1987) legitimised the value of experiential data and furthermore, gives the researcher the mandate to make use of this experiential data when analyzing the collected data (Strauss, 1987). On the other hand, deliberately building in feedback processes to research participants for their comment,

modification and evaluation, will help to maintain some critical distance between the researcher and the theory generated at the end of the research process (Parker and Roffey, 1997). Figure 4.4 shows the summary of the research process with grounded theory methodology approach.

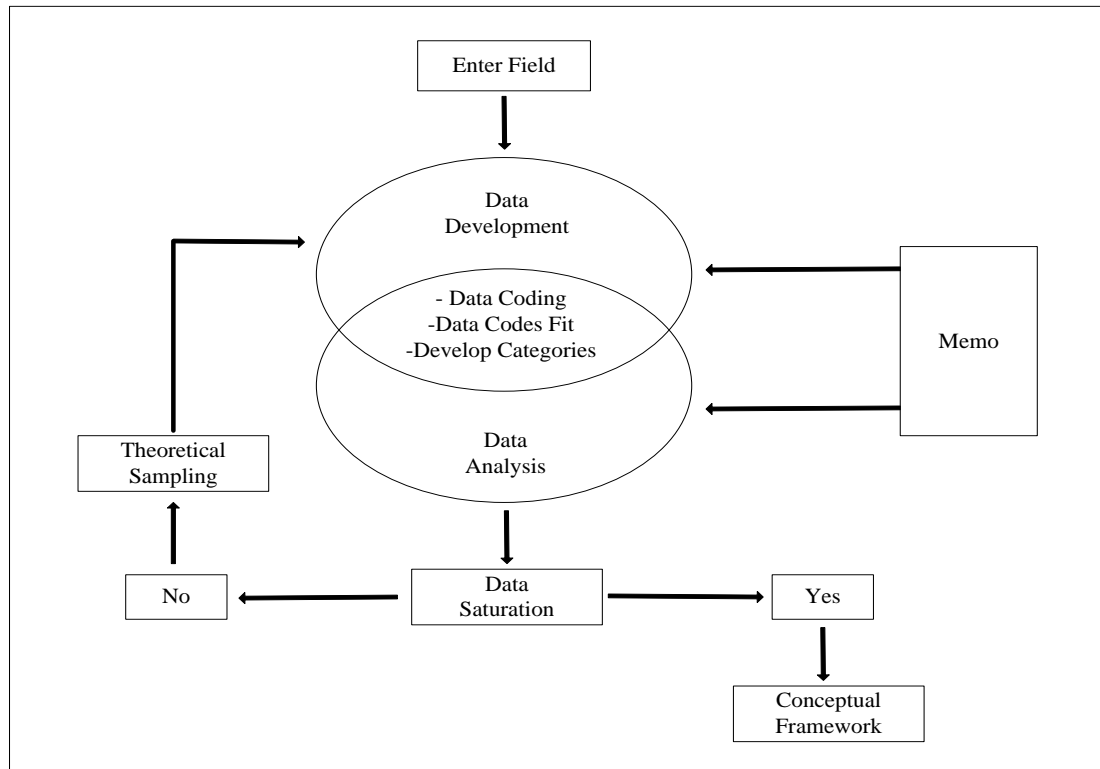


Figure 4.4: Summary of the Research Process with Grounded Theory Methodology Approach

Grounded theory approach is concerned with how data can be sought and analysed; for example, by observing and recording interactions, examining written documentation and literature, or obtaining perspectives from various people involved in the particular social interaction (Birks and Mills, 2011). Another grounded theory aspect that needs to be understood is that all collected data is being interpreted and analysed concurrently with specific coding techniques in order to establish relationships between each concept with emerging categories and themes that meet with research objectives (Harter and Kirby, 2004).

Recording and transcribing the interviews can be considered important in all qualitative research but is considered vital when using the grounded theory approach (Elizabeth, 2007). Hence, in-depth interview has been considered the most appropriate technique for the development of ideas from the social world under investigation (Howell, 2012), and this has become one of the fundamentals of the grounded theory process adopted for this study.

Thus to ensure that the right data is obtained; this research study has taken steps to constantly learn how to work with qualitative data that are collected and analysed to raise understanding on the related research issues. Even though Strauss (1990) did not explicitly discuss how to generate 'good' data, it can be accepted that a researcher must include all the resources that provide information, especially in regard to social interaction in grounded theory data sources (Charmaz, 2003). In doing this, a researcher needs to pay attention to the guidelines that are peculiar to the data collection method being used (Strauss and Corbin, 1990).

During the interview session, the researcher has kept himself focused on what could become a sense of evidence for the study, so that it helps in constructing the follow-up questions to interviewees, or in summaries. After all, when the informal data analysis has started, the stage of writing memos of observation and reflections should be conducted simultaneously. It was understood that the nature of these memos varied but tends to be more conceptual in nature (Birks et al., 2008). At the first level, the researcher examines data in transcripts line by line, and at the second level, the researcher then compares and contrasts the data that created categories or clusters. At the third or final level, the researcher moves from data analysis to concept or theory development. Data is usually collected until no further new information is found. This process is termed saturation and signals the end of data collection (A.Moore, 2011).

Throughout the analysis process, the data is typically coded with a method that is based on the premise that no one is smart enough or intuitive enough to read a series of transcripts and immediately see the patterns within them (Lempert, 2007). In order to overcome this limitation, coding method is a procedure for organizing the text of the transcripts, and discovering patterns within that organisational structure (A.Moore, 2011). By using the coding method, the researcher will be able to discover patterns that usually cannot be seen from the transcripts.

The aim of this Straussian's systematic technique is to maximise the rigor, precision and generalisability of the data analysis (Strauss and Corbin, 1998). Within this approach, a decision had to be made whether the numbers in the sample for interviews would be individualised or grouped in a case study. It will be noted that by looking at isolated groups, it would not reveal the complex interactions, relationships, network of activities and consequences pertaining to each of the individuals in the study (Charmaz, 2003).

The principles for data collection in grounded theory process are as follows;

1. *"The researcher has to be clear about the purposes of the study, the issues he/she wants to illuminate and the practices the study might influence."*
2. *"The researcher has to be competent in information or data gathering techniques and composing data documents."*
3. *"The data has to be 'triangulated', e.g., collected from multiple relevant sources to provide different vantage points."*
4. *"Whenever possible, the researcher has to avoid being too structured in his/her methods of collecting information."*
5. *"Data collection follows theoretical sampling, whereby consequent data sources are guided by the existing data and emerging theory."*

(Gorlenko, 2006 p. 10)

As for data interpretation in grounded theory, there are considerations that need to be taken throughout the process. These considerations are:

1. Collected data is analysed simultaneously, by looking for all possible interpretations.
2. The researcher develops concepts to account for perceived patterns in sets of data observations.
3. The researcher is using memo-writing as a reflexive practice that helps capture and articulate ideas about the data.
4. The researcher holds back existing ways of thinking about the subject, to prevent prematurely giving form to the data.
5. The iteration process or constant comparison will be a distinctive and critical feature of the method at all stages throughout the analysis.

(Charmaz, 2006)

As the process of data analysis in the grounded theory approach, at the end, the researcher will be looking for the emergent core categories, which serve as the foundation for developing new understanding or theory generation. The emergent core categories must indicate most of the following characteristics;

1. Reappears frequently
2. Associates with various data
3. An explanatory function
4. Implications for formal theory
5. Turn out to be more detailed
6. Permits maximum variation (i.e. Inclusion of people from various backgrounds)

4.6. Research Methods

4.6.1. Data Collection Methods- Interviews

Grounded theory approach is concerned with how data can be sought and analysed. The decision was made to choose interviews as the main method of collecting data for this study since the grounded theory approach is one of the interpretative approaches (qualitative in nature) and was appropriated to be adopted as a tool for the investigation in social exploratory studies (Byrne, 2011). The choice to have a face to face interview for data collection may take the form of structured, semi structured or unstructured interviews, although the term ‘unstructured’ is misleading as there can be no such thing as interviews without any structure whatsoever as the researcher will always have some agenda (Brown and Dowling, 1998). The main concern, however, is for the researcher to understand human experiences at a holistic level. In order to conduct the interviews in a much more comprehensive and versatile manner, a relevant review of the literature of the research background is needed (explained in Chapter 2 and Chapter 3 respectively). This is in parallel with the data being analysed and subsequently tried to some ‘hands on’ experience from several earlier interviews with the respondents.

Expanding on the research aim and objectives that guides the entire data collection process of this research, most of questions for the interview refers to the background information from the literature review which was done earlier in the research (Gorra and Kornilaki, 2010). The questions that are being asked to the interviewees are not always referred from a standardised list of questions posed to all interviewees. Instead, a list of semi-structured questions was prepared as both a guide and reminder of the areas that the research was going to cover for the interview (Strauss and Corbin, 1990)

All in all, 40 in-depth interviews were conducted for this research. The first 15 interviews were conducted for a case study in Manchester, United Kingdom from the year 2011 and the second 15 interviews were done for a case study in Malacca, Malaysia, in early 2012. The following 10 interviews were then continued from the case studies. At this time, the line of enquiry for these interviews tended to focus on developments that had occurred since the first interview. Specific aspects of the local communities’ experience were considered that would fill the gaps in developing the emergent themes. These continuous interviews were used as a platform to consider and correlate both the emerging themes and the initial conceptual framework for schools to become a community hub.

During interviews with subsequent new interviewees, the emergent theory had become quite established, and the probability of a follow-up interview became more remote. Consequently, in these cases the grounded theory can be related to interviewees as works in progress, and the interview can be terminated and comments solicited (Mack and Woodson, 2005).

The interviews mainly used semi structured questions. The benefit of using these types of questions is that it provides a flexible approach to deal with emerging issues and provides new and unexpected insights. It also ensures that the most important subjects are covered in the interview.

All interviews were mainly conducted in English for Case Study 1 and were conducted in the homes of the interviewees, but some, by interviewees' choice, took place elsewhere. In Case Study 2, however, the interviews were conducted in Malay language as everyone preferred to speak the language to express their views and feelings towards their school's services and community relationship. Respondents felt they were most comfortable in a setting they were familiar with. Due to this reason, most interviews were conducted in different places.

The interviews lasted 40 to 60 minutes and were audio-recorded and transcribed verbatim. All the interviews were recorded with the permission of the interviewee. The recording allows for an accurate record of the interview. It was then transferred to a computer and transcribed. The transcription was saved in one file folder with backup copies prior to be imported into NVivo 8, qualitative data analysis software. The interviews, some of the respondents' body languages and impressions were observed by the researcher. This is to help the researcher to frame the important keywords for the next question. Every time the interview took place, the researcher took notes relating to important points and impressions from the interviewee, especially when the emphasis was on the community's relationship with the experience of school services in their area (Punch, 2005b).

4.6.1.1. Sampling Strategy

In designing the research plan in grounded theory, a number of issues have to be considered in the mind of the researcher, one of which will be the sampling strategy (Denzin and Lincoln, 2000). The development of this strategy requires the researcher to ask questions around the 'who, where and when' of the data collection.

Coyne (1997) in Strauss and Corbin (1998) argues that sampling procedures in qualitative research are more flexible than those prescribed for quantitative studies. There are two

sampling strategies that are commonly used in qualitative research. The first one is random probability sampling, for example, simple random samplings, stratified random sampling and cluster sampling. The second is purposeful sampling, for example, extreme or deviant sampling, intensity sampling, maximum variation sampling, homogeneous sampling, typical case sampling, critical case sampling, snowball or chain sampling, criterion sampling, theory based sampling, confirming and disconfirming cases and convenience sampling(Mayring, 2007). In grounded theory methodology, there are three main methods of sampling that are normally used, namely: convenience sampling, purposive sampling and theoretical sampling (Strauss and Corbin, 1998). Table 4.2 shows the criteria of these three methods of sampling.

Table 4.2: The Grounded Theory Sampling Methods
(Source: Birks and Mills (2011))

Grounded Theory Methods Of Sampling	Criteria
1. Convenience Sampling	A type of non-probability sampling which involves the sample being drawn from that part of the population which is close to hand. That is, readily available and convenient.
2. Purposive Sampling	The researcher chooses the sample based on who they think would be appropriate for the study. This is primarily used when there are a limited number of people that have expertise in the area being researched.
3. Theoretical Sampling	The researcher must have sufficient data to be able to generate and ‘ground’ the theory in the research context, i.e. to create theoretical explanation of what is happening in the situation, without having any data that do not fit the theory

4.6.1.1.1. Snowball Sampling

This research study has adopted one of the three main sampling methods for data collection. Snowball sampling, which is part of the ‘purposive sampling’ method, was used for this research to facilitate the exploration and discovery of relevant issues pertaining to the social world under investigation (Hendriks et al., 1992, Faugier and Sargeant, 1997). Charmaz (2006) suggests that in undertaking ‘purposive sampling’, the researcher will pass between data gathering and data analysis until no new information emerges i.e. a category reaches a point of saturation (Charmaz, 2006).

Snowball sampling, in simple terms, is often known as a technique for finding research subjects or person. The process can be started from the first subject who gives the researcher

the name or characteristic of another subject or person, who in turn provides the name or characteristic of a third, and so on (Vogt, 1999).

Snowball sampling can be used as a recruitment method that employs research into participants' social networks to access the right population. Snowball sampling has mostly been used in some qualitative methods because the population under investigation was 'hard to reach' either due to low numbers of potential participants or the sensitivity of the topic (Faugier and Sargeant, 1997).

In most situations, snowball sampling can be used routinely to conduct qualitative research, mainly through open and semi-structure interviews. Snowball sampling can be applied for two main purposes. Firstly, if the aim of the research is generally explorative, qualitative and descriptive, then snowball sampling offers practical advantages (Hendriks et al., 1992, Atkinson, 2001). The following key objective of snowball sampling is to implement it as a more formal methodology for making inference about a group of individuals who are difficult to identify through the purpose of descending methods, such as household surveys (Atkinson, 2001). Figure 4.5 shows on the sample of snowball map.

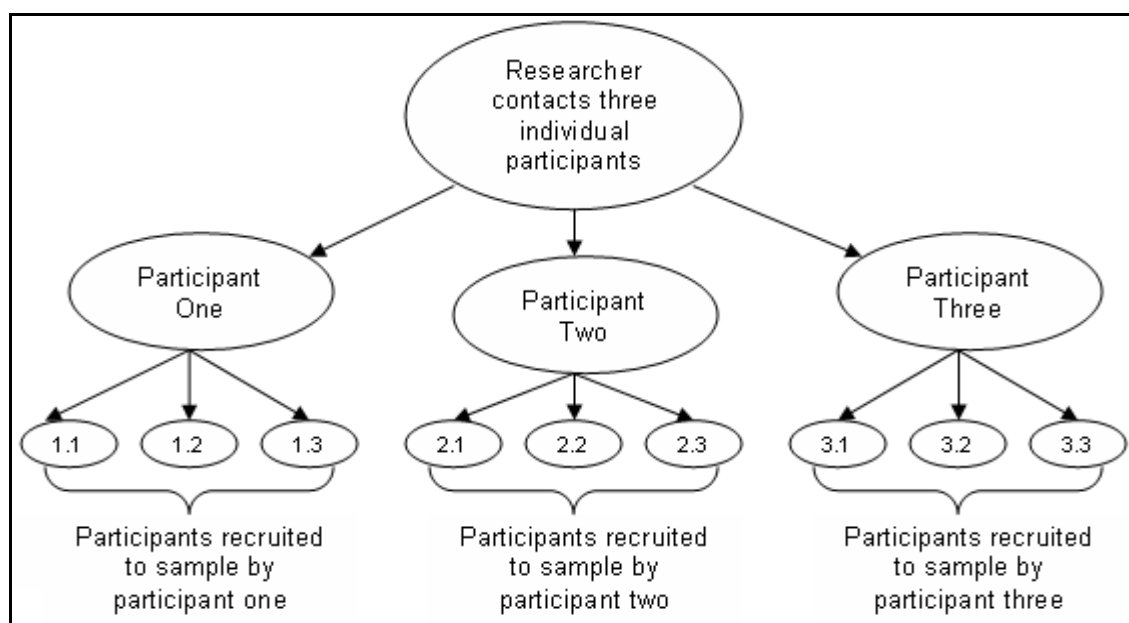


Figure 4.5: The Snowball Map
Source: Gliner J.A and G.A Morgan (2000)

The most important part of snowball sampling lies in its ability to uncover aspects of social experience often hidden from both the researcher's and lay person's view of social life.

4.6.2. Data Analysis Methods

4.6.2.1. Rich Picture Diagram (RPD)

It has been suggested that a rich picture is a way of representing the things in a scenario (Checkland and Scholes, 1999). Essentially, in creating a valid reason about explaining these scenarios, there will be many issues, actors, problems, processes, relationships, conflicts and motivations involved that can be interrelated.

Rich pictures are commonly used as a tool in the expression phase, but can equally be used in the modelling and comparison phases. A rich picture is *“an artefact that represents the real world problem situation, and may portray two or more human activity systems”* (Platt and Warwick, 1995 p.20), however it represents the system from the participant’s viewpoint. The RPD can be hand-drawn, but as an alternative, it can also be as end-product resulting from the hand-drawn diagram with the the increasing use of clip-art softwares (Lester, 2008). A rich picture simply provides a way of arriving at an understanding of the situation, and the principle benefit is derived from its generation rather than the end result diagram (Sparks, 1997). The fundamental requirement of a rich picture is to provide a *“discussable appreciation of the problem situation”* (Checkland and Scholes, 1999 p.157) rather than a picture in the literal sense.

Rich picture is a graphical tool that helps to address the uncertainty of a situation at the beginning of any exploration or research about an issue.

1. *“In the process of the assessment of a situation, it can be considered as the first step.”*
2. *“It is about giving a clear idea of the entire scenario like what is the exact problem, and what are the various factors related to it.”*
3. *“It also helps to critically understand the complete picture of a problematic scenario and why the researcher has to deal with it.”*
4. *“It considers the situation where one or more themes have been identified and the time the researcher wants to deal with the scenario”.*

(Checkland and Scholes, 1999 p.158)

The concept of rich pictures was first introduced by Checkland (1999) when designing Soft Systems Methodology (SSM) in the early stages of his research approach and he recognised that problems do not exist separately from the people involved in them. Basically, in order to understand what is happening in the human system, SSM attempts to appreciate meaningful multiple viewpoints of those actors in that system. It has been stated that a rich picture can be considered a technique to learn not only about abstract or emotional things like the social

atmosphere among the actors but also about the observable particulars of a situation (Checkland and Scholes, 1999). Due to this, a rich picture can provide information for researchers to understand a problematic scenario within his/her research study.

The Rich Picture Diagram (RPD) technique within the SSM has been defined as a pictorial summary of the actual situation in the “systems world” based on inquiries or observations of the “real world” (Sutrisna and Barrett, 2007).

It was suggested that RPD is a useful tool with an assumption that in observed human relationships, a rich moving procession of relationships can be disclosed, whilst pictures can be used to represent the connections between information and recorded relationships (Checkland and Poulter, 2010).

In a recently completed research project, it has been found that using RPD is preferable compared to narrative text in presenting the case study storyline (Barrett et al., 2006). However, it was acknowledged that there was an issue with the distinction between “systems world” and “real world” within the SSM that has become the point of debate on the underlying philosophy of SSM. This ‘demarcation’ has been interpreted by some researchers as the objective “real word” being observed by unitary observers from the “systems world” that may bring criticism to SSM (Sutrisna and Barrett, 2007). Figure 4.6 shows the example of Rich Picture Diagram being used to represent the chronology of the research issues and findings in construction perspectives.

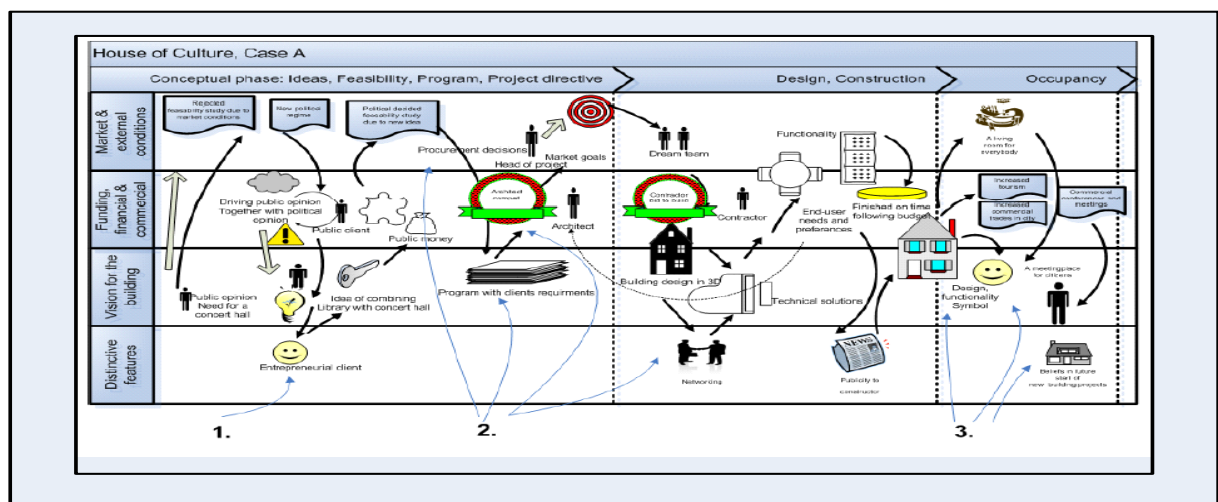


Figure 4.6: The Example of Rich Picture Diagram
Source: Sutrisna (2010)

4.6.2.2. Qualitative Analysis Tools – Constant Analysis with Nvivo

Kelle (1995) states that most qualitative researchers will face large amounts of qualitative material. The use of qualitative data management methods and software assisted models of analysis has long been considered helpful by qualitative researchers. Thus, it has become suitable to use with this volume of qualitative data. Fortunately in recent years, the manual task of writing marginal codes, copying the transcripts, and transferring codes together has become trouble-free when new software technologies can be used (Bryman and Teevan, 2004). The use of qualitative analysis software for data coding with grounded theory analysis features can be fully utilised in this research because it has proven to be able to assist with the management of data during coding (Robson, 2002).

The emphasise of using qualitative analysis software will ensure that the researcher works more methodologically and ensures a greater degree of thoroughness in the data analysis (Bazeley and Richards, 2000). Bazeley (2006) continues to state that the advantage of such qualitative analysis software like Atlas.ti, CAQDAS, CODE-A-TEXT and more specifically Nvivo (developed by QSR International Pt Ltd), have proven to provide qualitative researchers with a set of tools that effectively assist in undertaking an analysis of qualitative data (Bazeley, 2006). Punch (2005) recommends that the Nvivo software be widely used nowadays. The advantages in conducting social research is primarily because of its ability to assist the researcher in undertaking detailed analysis of the data (Punch, 2005a). Another advantage of using the Nvivo is that it allows for multiple active links. For example, from one memo to the next, or one category to a memo or from the model to an original quote (Bringer et al., 2004). Figure 4.7 shows the example of how the Nvivo 8 software is being used in this research study.

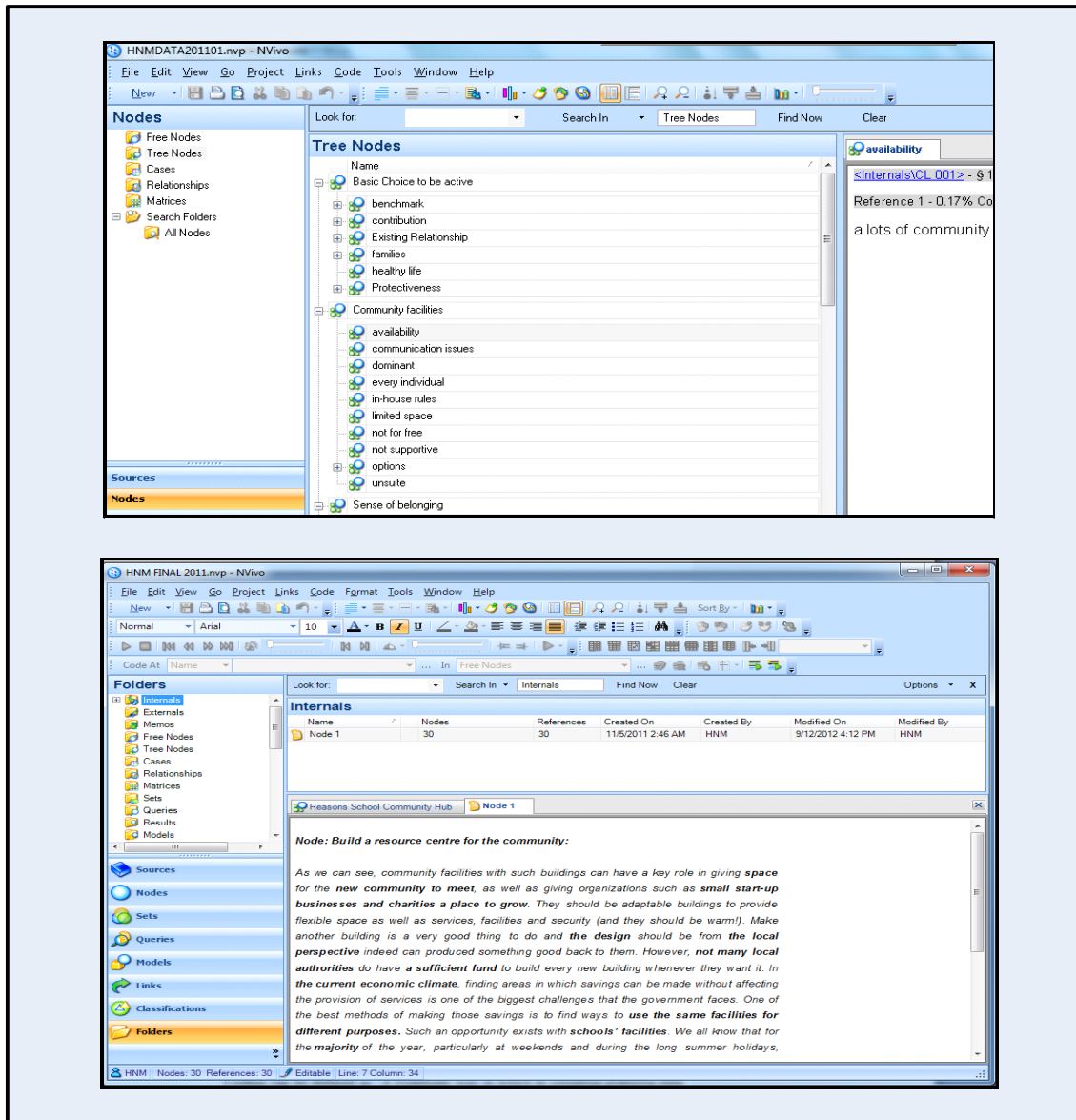


Figure 4.7: The Example of Data Analysis with Nvivo 8 Software

4.6.2.3. Grounded Theory Analysis with Coding Techniques – Open, Axial and Selective

The data collected for the research can be qualitative or quantitative or a combination of both types. The data can then be analysed straight away with qualitative software i.e. the *Nvivo*. This is considered as the first process of coding the data.

Coding process for data analysis can be defined as “A systematic way in which to condense extensive data sets into smaller analysable units through the creation of categories and concepts derived from the data.” (Lockyer, 2004 p. 137).

Data can be coded differently depending on the purpose of the data and the stage of the project. Bourque (2004) adds that coding is “The process by which verbal data are converted

into variables and categories of variables using numbers, so that the data can be entered into computers for analysis.” (Bourque and Linda, 2004 p. 132). The coding processes involved in grounded theory consist of three stages of data analysis. These are open coding, axial coding and selective coding methods. The features and uses of these coding methods can be described in Table 4.3.

Table 4.3: Types Of Analysis Coding Of Grounded Theory
(Source: (2007))

Types of Coding	Features and uses
<i>Open Coding</i>	Defined as “a process of breaking down, examining, comparing, conceptualising, and categorising data” (Strauss and Corbin, 1990 p.61). Strauss (1990) states that open coding involves microscopic line-by-line analysis through making comparisons and with an open mind, asking questions resulting in the naming and categorising of phenomena emerging from the data analysis (Strauss, 1987; Strauss and Corbin, 1990, 2008). Strauss (1987) describes how the data elements – or empirical indicators – should be examined comparatively for similarities, differences and degree of consistency of meaning, in order to generate concepts or coded categories that have “ <i>earned their way into the theory</i> ” (Strauss, 1987 p.25). It must be ensured that the categories or codes are not merely descriptive, but conceptual (Goulding, 2002). Strauss and Corbin (1990) identify two main approaches that can be used in categorisation. The first approach is more microscopic, where the researcher is focused on a particular concept and compares it to other concepts arising from labelling, and to see if they are related to a similar phenomenon. Alternatively, a holistic approach can be followed, looking at the entire observation set at once and seeing what it is about. The next step in the open coding process involves identifying the properties of these emergent categories and delineating the dimensions of these properties until nothing new is being yielded, or in other words, saturation is attained (Goulding, 2002, Corbin, 1991, Strauss, 1987).
<i>Axial Coding</i>	Axial Coding requires organising the data in new ways after open coding. It is an evolutionary process involving placing back the data together in new ways that connect the various categories and sub-categories (Gorra and Kornilaki, 2010). Strauss (2001) explains that axial coding will take place around one category at a time and then by placing a particular category at the centre of the analysis, until its relationship to other categories and subcategories will be clarified (Strauss, 2001).
<i>Selective Coding</i>	Selective coding refers to the integration of the categories to structure the framework so as to analytically come up with the core category from the data. “ <i>The process of selecting the core category and systematically relating it to other categories, validating those relationships, and filling in categories that need further refinement and development</i> ” (Strauss, 1998 p.116).

The core category is, in fact, the conceptualization of the storyline about the central phenomenon of the research study. The core category is the main theme of the data such that it can explain the whole phenomenon investigated. It is also important that the other categories must be relatable to the core category in the description or explanation of the whole phenomenon. Therefore, the auxiliary categories may be linked to the core category in

complex and intertwining ways. There is a need to note that there may be more than one core category that represents the phenomenon investigated. At the same time, the data from each category must not be forced into forming a relationship with the core category/categories. It starts with developing the list of concepts derived through axial coding, into an analytical, discursive, written theory through a similar but more abstract level of analysis using five procedures (Strauss and Corbin, 1990). Firstly, the story line is explained. Then, subsidiary categories are related to the preferred core category, before relating these categories to a more specific property and dimensional level. Next, these relationships will be validated against the data. And finally, core categories will need further modification and/or development and are fleshed out to attain conceptual density and specificity (Moghaddam, 2006). Figure 4.8 shows the actual grounded theory analysis process for this research study.

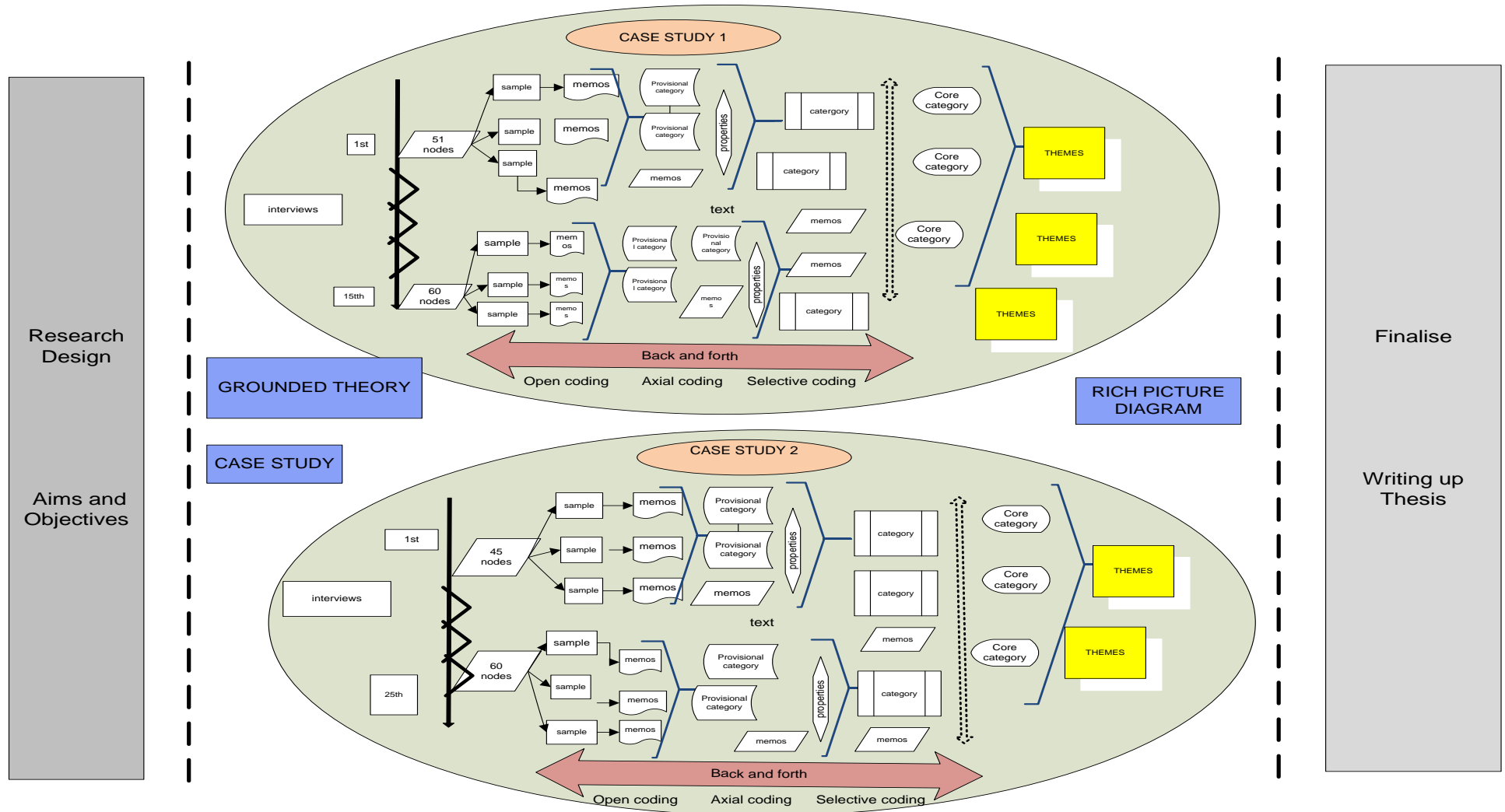


Figure 4.8: The Analysis Process Grounded Theory Of The Research Study

4.6.2.4 Memo-writing

The memo is the theoretical note made by the researcher about the data and the conceptual connections between categories (Charmaz, 2003, Glaser and Holton, 2004, Holton, 2007, Corbin and Strauss, 2008). Memos can be defined as "*the theorising write-up of ideas about substantive codes and their theoretically coded relationships as they emerge during coding, collecting and analysing data, and during memoing*" (Glaser, 1998 p. 177). In other words, doing a memo is a process of recording the thoughts and ideas of the researcher about the research data (Moghaddam, 2006).

Memo-writing is important throughout the process of coding the data especially when first doing the open coding of data. The purpose is about conceptualising all incidents collected in the data and memo-writing helps this process. Glaser and Strauss (1967) stresses that the memo-writing process is a crucial method in grounded theory because it prompts researchers to analyse the data and to develop their codes into categories. The interesting part of memo-writing is due to its total creative freedom from rules of writing, grammar or style (Glaser and Holton, 2004). The writing has become an instrument for this research study to outflow the ideas and writing successive memos keeps the researcher involved in the analysis. It has been proven that memo-writing helped researchers to increase the level of concept of their ideas (Birks et al., 2008).

Strauss and Corbin (1990) describe three different types of memos: code notes, theoretical notes and operational notes (Table 4.4). In this study, the researcher did not consciously seek to create different types of memos, although an examination of those could reveal some differences in content and purpose. The researcher firstly wrote memos on everything that occurred during the struggle to find the underlying meanings in the transcript data, in order to ensure that nothing was missed or forgotten, and so that the developing theory could be as comprehensive as possible (Strauss, 2001). Categorisation of memos occurred through the action of filing them as coded entries within the word processing documents used for recording and retrieval. A well-structured system of category folders enabled the rapidly accumulating memos to be accessed according to their relevance. Where it became evident that a particular memo was needed in a newly developed category it was simply moved or added to the new folder (Birks et al., 2008). Memos were also used in this research to record both the means by which the researcher has been able to progress the research and the particular strategies that made the analysis cohesive.

Table 4.4: Types of notes for memos

Types of notes	Description
Code Notes	Describe and define concepts
Theoretical Notes	Reflect on dimensions of concepts, offer initial theoretical formulations about relationships
Operational Notes	Deal with methodological issues, circumstances of data collection

In this study, the researcher used memos as an important part of exploring the underlying meaning from the transcript data as the interviews were being undertaken. Sample of memos used for this research is in Appendix 6. These memos formed an integral part of the discussion of the emergent themes, which will be discussed in the following chapter.

4.7 Summary

The credibility of research findings is an important aspect of any research success. This is influenced by the selection of an appropriate research methodology. Research methodology is the overall approach to be used in the research process from the theoretical underpinning to the collection and analysis of the data. In this context, it is important for this research to further explore the phenomenon under a specific qualitative research methodology and conclusions can be made on the emergent findings at the end, so that the aim of this research to develop a substantial theory within the understanding of the community perspectives on the role of school as a community hub and its conditions in promoting community cohesion towards sustainable communities can be achieved.

In summary, this chapter described the selection methods used and elaborated on the theoretical underpinning related to research philosophies and strategies in the study. The researcher stands in this study is centred on the understanding of the outcomes of social values, embedded with alternate strategic thinking of common use of local community facilities like school. Research questions and objectives will be referred to as what framework should be designed on concerning issues shared by all community members. The complexity of the differing perceptions of diverse communities will be the main focus. The requirements that will have to be achieved on the ability of a school as a community hub will be reformed in terms of promoting community cohesion.

The suitability of the research methodology for the study within the identified context has been appraised. In doing so, this research study has outlined techniques for data collection and analysis with details of appropriate justifications.

Rich Picture Diagram (RPD) was found useful in this research to better visualise the analysis and findings from this study by showing the relationships in the social world of having a local community hub from the viewpoint of the communities that influence, or are influenced by, the community facility.

This chapter set out to explain the use of grounded theory methodology as an approach for this research study, and then to justify the selection of the Straussian version of grounded theory as a method that would be able to effectively serve the interests of the objectives of this study. Thereafter, the research process was shown in this chapter to provide the reader with sufficient information upon which to judge the quality of the research process and the value of its product.

Research design requires a choice of research strategy. The relative usefulness and application of case studies as the research strategy in this research indicates the investigation on actual phenomenon of the case study situation in the process of grounded theory approach.

Even though the two case studies presented came from two different countries, the selection focuses on their similar characteristics to illustrate the significant roles of schools as a community hub and how this can propose insights on promoting community cohesion in a neighbourhood areas populated by diverse ethnic communities. Having Malaysian national schools as a case study in this research is significant as the impact of promoting community cohesion to the local communities in Malaysia through its school environment and education system is still not significant enough. As for the United Kingdom, the work and policies has been structured for its community schools in order to promote community cohesion to the local communities.

The next chapter will discuss how the initial conceptual framework is being developed and refined through the data analysis from related literature in this study. The core of the initial framework represents the flow of the analysis of the research study. Accordingly, it highlights the visions of schools being reformed as a community hub.

CHAPTER 5 :

THE INITIAL CONCEPTUAL FRAMEWORK FOR SCHOOLS TO BE COMMUNITY HUBS

5.0 Introduction

Following the discussion of the research methodology in the previous chapter, this chapter will describe the development of the conceptual framework associated with this research.

In detail, this chapter is divided into the following structure to show the process of the development of the conceptual framework pertaining to this study. In addition, they help to tune and refine the development of the conceptual framework during the progression stage, towards the end.

It is structured as follows:

- First, it discusses the importance of identifying a conceptual framework before thoroughly explaining the development of the conceptual framework based on the importance of how significant it is to influence the community to conciliate a school as a community hub in the conceptual framework.
- Second, the key issues identified from the literature review are discussed in relation to the development of the conceptual framework.
- Thirdly, the explanation of strategies that can be used to actually resolve those key issues concerning schools as a community hub in the conceptual framework.
- Then it discusses the impacts and key opportunities that can enable the new concept of the role of schools contributing as a community hub after applying the strategies.

- Finally the explanation in brief of the diagram of the initial conceptual framework and its entities.

5.1 Importance of Development of the Conceptual Framework

This study aims to develop a conceptual framework that will guide local communities and authorities to be able to leverage schools to be used as a community hub in order to promote community cohesion for sustainable communities' vision. The grounded theory approach is chosen as the mechanism for developing the new framework. Hence, this study tries to build a conceptual framework using both exploratory and explanatory approaches within a grounded theory design.

The conceptual framework in this study can be treated as a living document. Therefore, if at any time changes are made to the research, all the other entities should be reviewed and revised as necessary to maintain an internally congruent design. The conceptual framework is used as a tool to guide the research inquiry, which contained a set of ideas used to structure the research, together with the formulated research questions, the literature review, methods, and data analysis.

Therefore, the conceptual framework was revisited again and again whenever necessary along the research journey. Accordingly, before beginning with the case study, a framework is developed based on the literature review process. This will provide the initial list of enablers for the development of the new framework, and identified the target groups potentially for data collection in case studies.

For this reason, the framework will be the concept of the systems, assumptions, expectations, beliefs and theories that support and inform the research undertaken – as key parts of the design (Robson, 2002). Furthermore, Robson (2002) suggests that the framework must be able to explain, either graphically or in narrative form, the main things to be studied – the key focus, constructs or variables – and the presumed inter-relationships. Hence, designing a conceptual framework is part of the research process which must be fulfilled before entering into the next stages of the study. These stages are: the research approach, and the research techniques to be used for collecting and analysing the data. The conceptual frameworks also act as a map that give coherence to empirical inquiry and take different forms depending upon the research question or problem (Kaplan, 1964). In brief, the framework plays a major role in the research process, as it helps to clarify the main ideas by giving the right routes to take in order to develop the study. Ideally, the discussion in the literature review was used to extract the main

concepts to develop an initial idea of the framework. This can be completed by focusing on the subject area through the identification of the scope or boundary of the study. Subsequently, the main concepts will be taken from the constituent parts of the conceptual framework, the relationship linking those concepts and the presence of a boundary within which the concepts and their inter-relationships could be applied.

5.2. Vision for Schools as a Community Hub

The key issues in this research are highlighted in the significant contribution of the role of schools as a community hub as part of the vision of sustainable communities, the education systems and the built environment. There is a need to discuss these three visions of schools as part of the community hub.

A typical school accommodates educational facilities within one or more buildings and consists of facilities and spaces designed for teaching and learning. Many schools in most countries have come in a standardised design (Deanne et al., 2003). This is the reason in previous years, regardless of its location; schools have been designed with basic internal facilities and spaces to be used as support in creating their learning environment atmosphere.

Schools have a social dimension as well as teaching and learning dimensions. Most people are socialising in school and there is supposed to be a sense of belonging to the local/surrounding communities towards schools, which means a building such a school facility is very significant for meeting a wide range of social requirements. Time has changed and everything is developing rapidly in most developed and third world countries. This includes social development. Schools are believed to be one of the most important contributing factors to the social development of local families and communities. The existing relationship is like a bond that was already naturally created between the local communities and their local schools. The advantages of these relationships and the potential of realigning public schools facilities and its service environment on community engagement and promoting cohesion among the surrounding local people would be a good prospect to investigate in this research study in terms of the dynamic role of schools as community hubs and its impact on promoting local community cohesion.

This section is actually related to or generated from the key vision of schools becoming a community hub that needs to be discussed further in order to understand how the related key issues that will be mentioned later in this chapter are important to realise the visions.

5.2.1 Sustainable Communities

The process of creating sustainable communities come from many directions in terms of getting people integrated and engaged with the decision making process for better places and social networking. Kasim (2007) explained how an operational level of practising sustainable communities to the people can bring a lot of differences. Ideas have been raised to support the sustainable communities' agendas. One of the ideas stated in the United Kingdom Sustainable Communities Act 2007 was to promote efficiently the agendas of sustainability within school environment and its wider communities. The act supported that all new urban regeneration projects were required to plan in the facilities necessary for residents in the neighbourhood to have opportunities and choices and a good quality of life (ICC, 2007). It was expected that residents can let themselves have the chance to experience and easily access common facilities available in their own neighbourhood (Kasim, 2007). These experiences will later be turned into something beneficial for the cohesiveness of its community. Eventually it is evident that most government, through its political persuasion, has seen the objective of the agendas of sustainable communities on the improvement of relationships between the school and local communities (Wheeler, 2009). With these in place, the communities in a neighbourhood should come to realise that they need to be promoted for a better local living environment.

Therefore the advantages of having a school as a community hub for each community taking advantage of their cultural perceptive in the context of urban or rural communities' development these days can be acceptable. However it is still dependant on a school's resources, capacity, priorities and objectives i.e. the education systems.

A school can offer more than single opportunities to enhance the values of its duty in learning and educational services to the communities in its area. Part of these opportunities has to be in promoting community cohesion towards sustainable communities, within and beyond school boundaries (Farrell et al., 2007).

5.2.2. The Education System

The education system tends to shape school planning, design, construction, funding and operation of education (Stevenson, 2010). The education system is fundamental to the inculcation of values and ethics which ultimately shape the nation's character, growth and community cohesion (Adnan and Smith, 2001). One of the importance aspects of a good educational system is instilling the values of national unity among the young and they have to be taught and convinced of the benefits of peaceful co-existence (Khader, 2012). This is the

reason why national unity is commonly imbued at an early stage, as today's younger generation still has no prejudice against friends of different races, languages and religions (Baginda and Schier, 2005).

A complete objective of the education system, however, cannot be achieved until schools are made to serve the total community. Often, any development plan for educational facilities like schools does not reflect local community aspirations and needs. In addition, there is a lack of appreciation of the tremendous untapped community resources and energy that can be mobilised through active community participation. Due to these reasons, there is a necessity for certain schools, especially the ones close to a neighbourhood, to allow usage of its facilities to serve the local community in order to accomplish the education system objectives (Gardner, 1991).

In the present day, the education system has been fundamental for nation building and unity in other countries. The objective of the education system is to provide all individuals with the opportunity to improve their lives, become successful members of the community and active contributors to national development (Saad, 2012). Due to this reason, most of the education systems have ensured that all schools adopted a common standard of design for their infrastructure, while providing sufficient flexibility to tailor facilities and equipment to local needs.

The education system with the vision of schools as the community hub can be at the heart of its community and can be accessed by almost everyone in the neighbourhood - all day, every day, evenings and weekends (Adolescence, 2009).

5.2.3. The Built Environment

Schools in the vision of the built environment can bring various and vast meaning in the relationship between the quality of the physical environments with the educational system. It was the purpose of having physical environment which is why school buildings are being developed in the first place. Then, schools later have the task in promoting social environment among students and the wider communities. In fact this is the reason why certain concerns within the right built environment and the education system can contribute to the right social settings. Obviously this can be seen when school building designs have been transformed in many years into something that meets the education system requirements in promoting sustainable life towards Sustainable Development (Crowther, 2003, Coleman, 2010). Remarkably, the reorientation in the education system vision presently has made

school designs more significant in creating active communities and this can be seen by extending the use of school facilities to its wider communities. These agreements also allow schools to share their physical activity facilities (gyms, running/walking tracks, multi-purpose rooms) with the community for recreation and exercise opportunities (Cummings et al., 2007). With these school facilities, the basic elements to have schools as a community hub can be achieved (Higgins et al., 2005).

The built environment includes urban design factors, land use, and available public transportation for an area, as well as the available activity options for the community within that space (Booth et al., 2005). It is also has become the role of the built environment to facilitate the communities in their daily life and activities while the same time hinder community cohesion and promoting sustainability (Dempsey et al., 2009). Traditionally schools have been recognised long ago as a centre and normally located in a neighbourhood where there were limited facilities to accommodate the need of the communities. Thus schools can be perceived to be a gateway to resolve the tension in the community whenever the existing and complex social issues from its wider community are raised (Rossiter, 2007).

The explanation on the three main visions of the role of school as a community hub in promoting the community cohesion helps in the development of the initial conceptual framework. The actual framework will be expected to identify the impact and contribution to the community in practice as well as the contribution to knowledge.

5.3. Key Issues Considered in the Framework

This section identifies and discusses the key issues from the literature review in relation to the development of the initial conceptual framework. This study has discovered that schools have their own requirements and characteristics in providing spacious places and facilities for students' learning process, as well as one of the key facilities for community cohesion purposes. Compared to other facilities, school as an educational facility can challenge its sustainable levels into something that can meet the increase of future community needs and inspire community cohesiveness. Moreover, the school is governed by the head teacher, the local education authority, the stakeholders from parents association and local communities. The team should therefore be responsible for continuous involvement in redesigning and restructuring of school policies and regulations based on issues of sustainable community.

School is one of the most important contributing factors to the social development of local families and communities. This study aims to develop a conceptual framework based on the

concept of community hub through the existing role of school facilities and the bond that exists between local communities and their local schools. There is a need to bring key issues highlighted from the literature review into the development of the framework as it would bring insights to the investigation on the role of schools as a community hub in promoting community cohesion. What is important is to understand that the key issues will inform schools on the challenges of its role as a community hub. Especially when schools have to be run whilst working towards a society in which there is a common vision and a sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society which is strong and in which positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

5.3.1. School Readiness on Community Hub Concepts

It has been mentioned earlier in Chapter 2 and 3 that schools can play a role by being a community hub with facilities that can enhance community relationships which is more concerned with people from outside its boundaries. Those who saw schools as a community resource are likely to open their facilities to local people, offering community education, and providing support to families where the role of schools as community hubs can be seen to provide local communities with the opportunities to bring together a dynamic network of associations that bind individuals, families, institutions, and organizations into a web of interconnections and interaction within the diversity of a neighborhood.

This key issue however, identifies the need to consider school with its facilities as a place which will contribute a similar impact as that of other community facilities and which can also promote community cohesion as an on-going process (Adelman and Taylor, 1996). The assumption arises from the community that the school may not have the readiness to give ideas to the community to use them as community facilities. The school has no readiness to allow the opportunities for more social interaction across differences in ethnics and personal needs for the local communities. Thus in practice, the challenges will be on how a school, as a community hub, embraced the concept of providing a "one stop shop" in terms of health, education, well-being and social services as part of the whole community concept (Smith, 2008) when at the same time, schools need to provide a range of services and activities within and beyond the school day.

5.3.2. Misleading Perceptions on Schools as Community Facilities

As mentioned earlier in Chapter 3, schools are one of the available and important community resources that has the same effect as other community facilities, and promoting the process of community cohesion for the surrounding communities will be an ongoing process (Mansor and Alexander, 2010). Vincent (2010) states that the perception of the role of schools that intends to incorporate social values with the community relationship has to be aligned with community cohesion purposes.

Due to these reasons, schools serving as a community centre or hub can bring hope to an area with social and economic difficulty and impact positively on the regeneration of the area (Schuch, 2003). As such its role will give guidance to develop sustainable ways for the community to respect and trust each other. Although the relationships between schools and communities have existed for years in a neighbourhood, there are perceptions that stated that schools are not delivering the desired impact to the local communities. Moreover, what goes on in the school often seems to unfold in ways that have no impact on community life outside the school or even on the community users of the school space (Higgins et al., 2005). Higgins (2005) states that the benefit of having such school relationships with the communities may not properly give enough influence to have an effect among the wider communities.

These are the concerns that still mislead perceptions on the role of schools as community facilities. This can come from the school stakeholders, the school committees themselves and the local communities. It brings potential impact on the work of promoting community cohesion with the engagement of the local communities especially in urban and deprived areas.

The relationship between the school and community should be perceived as giving a connection in terms of school usability as community resources. The meaning of the engagement will involve the use of schools as neighborhood facilities and equipment for the purpose of sharing resources or having a sense of belonging, sense of place and building a sense of community (DCLG, 2008). However, building such partnerships requires visioning, strategic planning, creative leadership and new multifaceted roles for professionals who work within the schools and communities context (Mitrofanova, 2004).

Schools that emphasise its advantages as a community hub provides benefits to the social, economic, cultural needs and environmental opportunities and constraints that exist within a

local community. Therefore, the approaches to add values on the advantages of schools as a community hub should not be antithetical to the underlying beliefs that inspire the ideas.

5.3.3. The Identity of Schools and Local Communities Relationship

The importance of building community-school relationships and why it is beneficial for the communities is significant for this research study. The importance of the relationships that schools can offer to local communities around one school area has to be taken into consideration when a school becomes a community facility. However, the relationship can be complex and can potentially give other challenges for schools as service providers to the public in general. The relationship between schools and communities has more effect on local cohesion issues if it is able to engage strong support from local authority and community organisations with a more clearly defined and holistic role.

The identity and concept of having a close engagement between schools and the communities they serve for community cohesion are not new in most multiracial countries like Canada, the United Kingdom and United State of America (Friedman et al., 2006, Lyson, 2002). However, having the right identity of the relationship is not always well-linked together. Due to this reason, the outcome of promoting community cohesion with schools as a community centre or hub is not entirely promising.

Deanne et al. (2003) state that rather than considering how the quantity of new school development can contribute to the regeneration process of disadvantaged areas, the qualities of the relationship between the school and local community across all community members it serves in the local area might be more appropriate to be enhanced.

5.3.4. Reforming the Misleading Expectations on Schools Roles as a Community Hub

Schools, either in urban or rural catchment areas, have been expected by most governments concerned with promoting the social agenda of sustainable communities to play their part in discovering the advantages of community elements through its pupils, parents and the wider community (Graves, 2011). Graves continued to state that the whole concept of schools has to be incorporated with optimizing the learning opportunities for the whole population as well as providing a place for social interaction activities which have resulted in bringing benefits in promoting community cohesion. These activities can be supported best from one local school and are not only within the school walls but further out beyond the normal school boundaries. However, the expectation of the concept can be misleading on the role of schools as a community hub. Most of the time, the communities' expectation on the role of schools can be

more flexible to them in terms of their community roles. This has been expected to become an issue when there are mixed expectations about the schools' role as the community hub. The challenges can be more difficult if there are no correct ways to streamline its vision of sustainable communities.

Therefore the expectation is always high and it will depend on the right community engagement and participation of all parties. The government has taken seriously the work on the engagement between all communities groups so that everybody knows the expectations of promoting a better lifestyle (Rutherford, 2011). A community hub has the advantage over the right community engagement and participation. However the misleading expectation on the school's roles as a community hub should be reformed and tolerated by the community themselves.

This research study has looked into these four issues as criteria that need to be incorporated in the initial conceptual framework. The next section will discuss the underlying strategies in order to overcome these key issues.

5.4. Strategies for Tackling the Key Issues

In order to deal with these key issues, it is possible for this research study to identify the applications of key strategies in order to understand the key issues concerning schools as a community hub in the conceptual framework.

Appropriate strategies should come from the ideas of what has been experienced by the school with the local communities. Due to this reason, all the key issues identified earlier in this research study are referring to three major visions of community hub within a normal school in a neighbourhood. The strategies on the key issues pertaining the role of schools as a community hub can be in the following contexts as shown in Table 5.1;

Table 5.1: The Expectations of the Key Strategies on Key Issues for the Conceptual Framework

No	Key issues	Key strategies	Key outcomes
1	School Readiness on Community Hub Concepts.	A school's role is more than just a school	It has to be a community institution that relies heavily upon community goodwill accumulated over a number of generations.
2	Misleading Perceptions on Schools as Community Facilities	The need of a school as a community meeting place	Using schools to reduce the existence of natural community boundaries in the neighbourhood even though they are living relatively close to each other.

3	The Identity of Schools and Local Communities Relationship	A school as a community institution	With an important role in the propagation of local culture.
4	Misleading Expectations On Schools' Roles as a Community Hub	A community hub with specific public services	Common objectives of service coordination and delivery, place making and community building.

The role of the communities is very important in recognising and valuing the role of schools as a community hub. The concern may not just be having feedback from them; it is on how to take those feedbacks and feed forward them to enhance the benefit and opportunities towards the Sustainable Communities agendas. Therefore it is important to incorporate the community as part of the effectiveness of schools as a community hub in promoting community cohesion. Moreover, the strategy on social aspects of sustainable communities has to be first in establishing and gaining acceptance of the sustainability agendas (Dempsey et al., 2009).

Therefore, the impacts and the opportunities of the key strategies for the issues in the framework shall be proposed as follows;

1. A good command of the national language for communication
2. Improve local leadership
3. Improve local actions
4. The need to have a new kind of partnership

In order to facilitate these strategies, the school premises as a community hub can be utilised by a variety group of local communities, allowing them to gain a clearer understanding of a range of belief systems and provide a cultural input as part of every community cohesion programme. Schools can permit a number of classrooms to offer short courses and cultural activities on Saturday afternoons, and providing access to day nursery facilities to support these activities (Adolescence, 2009). Moreover, schools can be a place to establish methods of looking at community needs within the local and surrounding area. This will lead to the development of other initiatives that meet the needs of the community from facilitating meetings to the provision of resources for other community activities. The objective is to bring together different groups and residents from within the community to resolve any difficulties that may arise.

Different groups of communities can use school premises for activities after the school day each week. Such organised activities includes adult education classes, faith youth groups, performing arts, language classes, table top sales for community groups, community meetings with local organisations and groups, family and youth support, conferences and also weddings.

5.5 The Effectiveness of Schools as a Community Hub in Promoting Community Cohesion

The overall aim of this research is to develop a conceptual framework that will guide local communities to be able to leverage schools as a community hub in order to promote community cohesion for sustainable communities' vision. The initial conceptual framework incorporates the effectiveness of school roles in promoting community cohesion as a community hub. It is expected that the effectiveness of the idea can mean extending the frontiers of knowledge about creating schools for sustainable communities.

The key to the effectiveness of schools' role as a community hub is about the integration of all key issues and strategies generated in this study through interweaving the social fabric of the community, activities and programs. A review of the role of school especially its facilities as a community hub for community development is to be undertaken to establish future delivery approach. This may involve refocusing the role of schools from the conventional thinking towards more community-based interests to ensure their viability.

According to Farrell et al (2007), the effectiveness of schools as a community hub can be defined as follows:

1. Community gathering places – sites for smaller neighbourhood-based meetings that are also venues for recreation, sports, leisure, social and cultural activities and sites providing community group office space.
2. Council and community service delivery hubs – community locations for provision of Council and other services.
3. Civic hubs – sites for the delivery of civic and governance activities.

The impacts or effectiveness of the school as a community hub in this research can be concluded that first, a school has the capability to provide community cohesion facilities. This purpose is to encourage local communities to participate more and get along with each other, improving integrative relationship within the context of supporting and sustaining the existing

diverse communities. Secondly, schools have the potential to give new added value to the local cohesion concept by providing an opportunity to overcome formal relationship issues between the local communities they serve. As pointed out by Ross (2000) in Kasim (2007), there is a need to consider both environmental and social factors in designing and using the right neighbourhood facilities for housing development. The neighbourhoods that provide good social networks and physical facilities have a direct influence on sustaining the existing local communities. The third effectiveness of schools as a community hub for the local communities is on the learning process of the community cohesion concept. Community cohesion is a concept that needs to be learned and educated. Merely carrying out activities and programmes would not give enough impact on the whole agenda of promoting community cohesion (Adolescence, 2009). Therefore, the provision of school facilities for sustaining local communities should come from conventional thinking towards more community-based interests to ensure their viability.

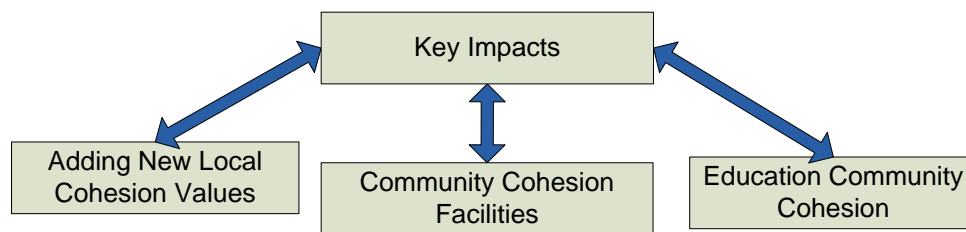


Figure 5.1: The Key Impacts of The School as a Community Hub

5.6 The Initial Conceptual Framework

At this stage, Figure 5.2 shows the conceptual framework as developed and refined through the findings in the literature review. This initial conceptual framework involves three key layers of areas of investigation towards the development of the new meaning of the role of schools as a community hub. Accordingly, the first layer provides significant contribution to the role of schools as a community hub to the communities as part of the vision of sustainable communities, the education systems and the built environment. This should highlight the new visions of how schools can be a community hub in promoting community cohesion. The link between the vision of sustainable communities and its agendas, the education systems and the built environment are always being widely acknowledged and partly essential to a successful factor in sustainable, self-determined development. These visions however appreciate that the role of schools as a community hub is an evolutionary idea. Discussion of this area of investigation should be encouraged in the framework. However, going into the agreement of

taking these three visions as key factors in embedding the relationship for schools as a hub for community cohesion, it is best to consider the key conflict issues that are related to perceptions and expectations of the community. These key issues are the main entities of the diagram.

Furthermore, the second layer of the framework identifies key issues to be considered related to the three visions identified in the literature that challenges the existing concept of schools as a community hub. This is another area of investigation and the core of the initial framework that represents the flow of the research analysis for the research study.

Then, the third layer of the framework illustrates the application of the key strategies and methods that have been considered in order to achieve or resolve the key issues related to the visions explained earlier. Again, the local communities are always part of the whole stakeholders and have to be able to function across different interests and levels of power in order to develop and grow.

The final layer of the framework shall be the key impact and opportunities on the role of schools as a community hub in terms of not only in creating its underlying effectiveness and values but also providing good facilities for the community to use in promoting community cohesion. These should support group trust, cooperation, sense of duty and responsibility and mutual assistance.

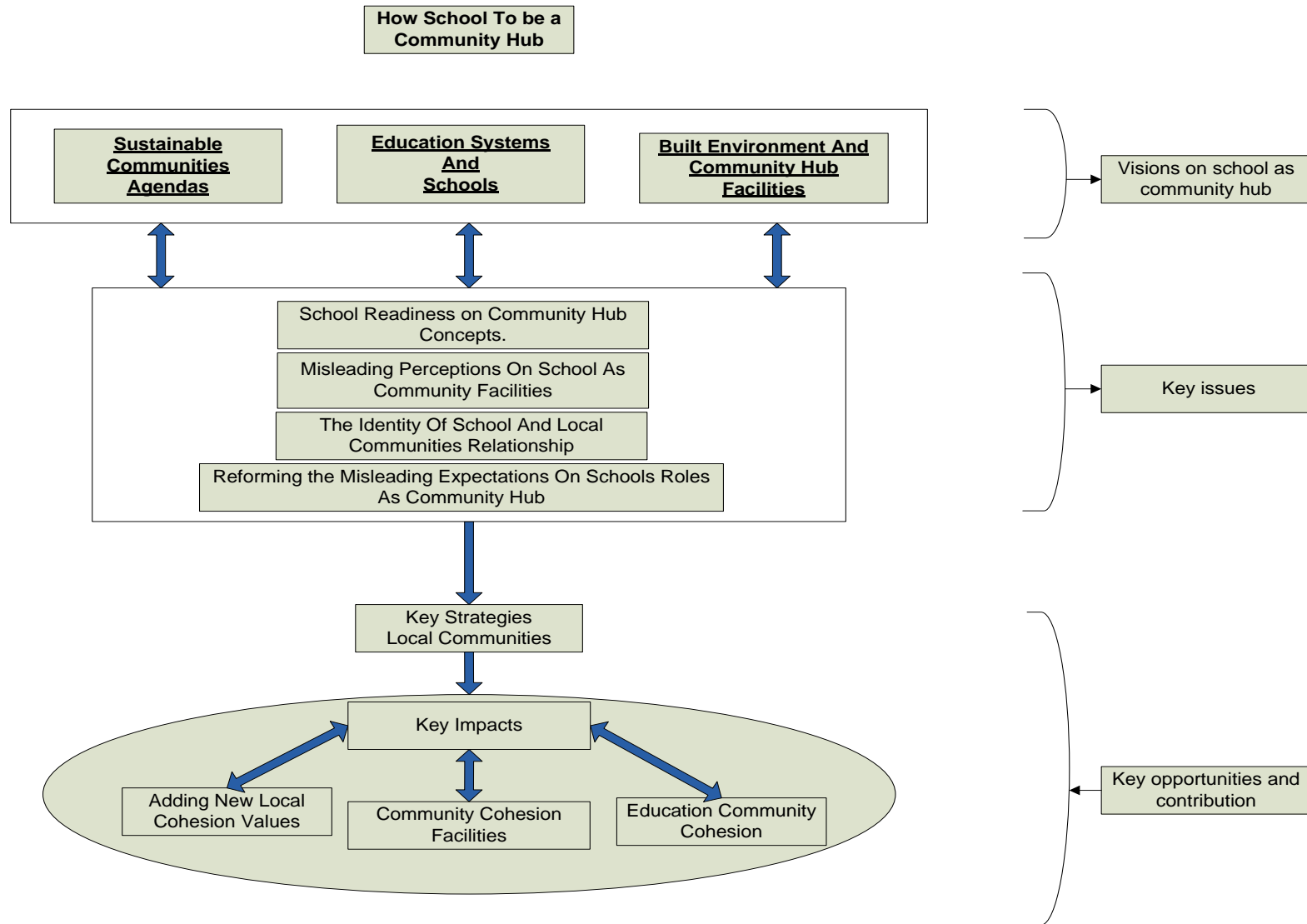


Figure 5.2: The Initial Conceptual Framework Of The Research

5.7 Summary

The research study starts with the vision to investigate the role of schools as a community hub and its implications on promoting community cohesion. Although the school as a community hub has a great number of conceptual frameworks in different communities, this research is aimed to develop a conceptual framework that will guide local communities to be able to influence the roles of schools as a community hub in promoting community cohesion. The initial framework has been designed in this chapter and the layers in the framework represent the areas of investigations conducted for this study. Therefore this research study has been looking into key issues, the strategies and its effectiveness as the criteria that need to be considered in developing the initial conceptual framework. The next chapter will discuss the underlying research process in order to improve the framework's effectiveness whilst understanding its values through a real school case study scenario in the United Kingdom.

CHAPTER 6: REFINEMENT OF THE CONCEPTUAL FRAMEWORK WITH UK-BASED CASE STUDY

6.0 Introduction

This chapter is a comprehensive discussion on the underlying research process in order to refine the initial conceptual framework as designed in Chapter 5 through a real school case study scenario in the UK to improve its effectiveness and value. This was done by the investigation from the case study based in United Kingdom. Nevertheless, having Chapter 6 to elaborate the research process, it is crucial in this research to summarise the key findings in refining the analysis of the interviews. The explanation of the chapter indicates the core categories that emerged from data coding, and a number of selected quotes from the interview transcripts are utilised in order to finalise the same core categories or the key findings before the researcher applies them to the framework from Chapter 5 with a new refined conceptual framework. The second version of the framework is produced at the end of this chapter.

The application of grounded theory approach and Rich Picture Diagram (RPD) helps this research to interpret and discuss the analysis from interviews in the case study. The RPD in this research shows the incorporation of the interviews with the key concepts and collectively discuss the findings underneath it.

This chapter explains the process of the investigation with a case study based on a community school within the vicinity of Cheetham Hill and Crumpsall ward area, in

Manchester, United Kingdom. This secondary school is known as Abraham Moss High School (AMHS); which has long served its diverse communities.

This chapter presents and discusses the emerging categories that explained the key findings of the study obtained from the application of grounded theory approach. The analysis highlighted a number of relationships between the codes that allowed for the emergence of a number of core categories which represent the phenomena under investigation.

6.1. School Case Study 1- United Kingdom

Abraham Moss High School (AMHS),

Location: Crescent Road, Cheetham Hill and Crumpsall Ward, Manchester. United Kingdom.

AMHS is selected for the case study in this research study. AMHS is a secondary school. The school is located in Cheetham Hill and Crumpsall ward. The school provides education for students from age 12 to 17 that lives in the Cheetham Hill and Crumpsall ward area since it first opened in 1973.

Like many other community schools in England, AMHS has worked together for its community under the 2006 Extended Schools policy to provide a range of services and activities that help meet the needs of students, families and the wider community. Since the UK's education system highly encourages building the relationship between schools and their wider communities in terms of community cohesion, AMHS has worked on the expectations more than what the education systems required (Ofsted, 2009b).

AMHS provides facilities and services that maintains and optimises its purpose and provides basic needs for its local communities (Filkins, 2010). The school often gives services and plays a key role in facilitating space for every new community to meet and existing local charities to grow (Boylan et al., 2008). Services often take place outside of normal school hours and can include access to childcare, sports and music or learning support. In 2012, AMHS completed its re-development project at a cost of around £17 million under Manchester's Building School for Future (BsF) programme which purpose was to provide top quality new buildings and ICT facilities.

A good school provides more accessibility than other community facilities in the area and the *best place* for different community groups to get together at one time. The location of the

school is also a significant aspect of the social setting and they should not be disregarded. Moreover, schools, especially the secondary type always come with facilities for educational support and curriculums. The Abraham Moss High School (AMHS) in Cheetham Hill and Crumpsall in Case Study 1 basically consists of one main hall, school sports facilities, dining room, training centre and football pitch that are ready to be used by the locals for a period of time, subject to the school rules and regulations implemented by the school management committees. During term time, these facilities are recommended to be used from 6 pm – 9 pm from Monday to Friday and 9 am – 5 pm on Saturday and Sunday or during the non-term school session, the accessible opening time will be from 9 am – 9 pm from Monday to Friday and 9 am – 5 pm on Saturday and Sunday. Alternatively, part of these facilities is also useable on a *one off* basis in the evening or at the weekend on request.

6.1.1. Description of interviewees

All in all, 40 in-depth interviews were conducted for this research. The first 15 interviews were conducted for Case Study 1 in Manchester, United Kingdom in 2011 and the second 15 interviews were done for Case Study 2 in Malacca, Malaysia, in early 2012. The following 10 interviews were then continued from both case studies as to present the main findings in refining the initial framework.

Most of the interviewees represented those who were acquainted with the multi-racial demographic composition of both case studies. They also tend to be those who were both knowledgeable and had experience of working together with the locals towards having harmony living in a multiracial neighbourhood environment.

Interviewees were respondents who had been initially selected using a convenience snowball sampling technique as explained earlier. This is due to the standard procedure of data collection in most grounded theory approach; data collection with unexpected sources became more significant to this research as it highlighted the originality of the phenomena under study.

In the scenario for Case Study 1 which was in the United Kingdom, the community living and were active in the Cheetham Hill and Crumpsall area were of different ethnic groups. As previously mentioned in Chapter 4, most of the data (ten respondents) was provided by different individual interviewees who each represented their own local ethnic community groups. There were six major ethnic community associations representing Pakistanis,

Libyans, Jewish, Irish, Africans and Malaysians who lived in the case study area. Within the 15 in-depth interviews, all interview sessions were conducted privately. The interviewees were made up of two Pakistani males, two African males, two Libyan males, one Jewish female, one Irish female and two Malaysians, of which one male and one female. Interviews were mainly conducted in English. As for the subsequent interviews (five respondents) at the Abraham Moss High School, four were with the school governor and the representative of the governors and the last one was with a caretaker of the school facilities. Effectively 21 individual people were interviewed; however, six of them did not give enough information during the interview session, so they were taken out from the list, as they were of no value to the research.

6.1.2. Scope of Interviews

Expanding on the research aim and objectives that guided the entire data collection process of this research, most of the questions for the interview referred to the background information from the literature review which was done earlier in Chapter 2 and 3 of the research. The questions that were asked to the interviewee were not always referred from a standardised list of questions posed to all interviewees. Instead, a list of semi-structured questions was prepared as both a guide and reminder of the areas that the research was going to cover for the interview (Strauss & Corbin, 1990). The grounded theory approach emphasises the advantage of using these types of questions in that it provides a flexible approach to deal with emerging issues and provides new and unexpected insights. It also ensures that the most important subjects are covered in the interview. A sample of these guided questions for this research can be referred from Appendix F (Section B).

As mentioned in Chapter 4, the interview questions were considered on controlled aspects of the local communities' experience that would highlight and address the key issues in refining the conceptual framework for this study. The data from the interviews were then used as a platform to consider and correlate with the emerging themes for the framework.

At this time, the line of enquiry for these interviews tended to focus on developments that had occurred since the first interview (snowball sampling). The grounded theory approach (when data from the ground, analyse straight away by the researcher) helps to understand the specific aspects of the local communities' experience that would fill in the gaps in developing the emergent cores or themes. These continuous interviews were used as a platform to

consider and correlate both the emerging themes and the refinement of the initial conceptual framework for schools to be considered as a community hub.

Each interview lasted 40 to 60 minutes and was audio-recorded and transcribed verbatim. All 15 interviews from Case Study 1 were recorded with the permission of the interviewees. The recording allows for an accurate record of the interview. It was then transferred to a computer and transcribed. The transcription was saved in one file folder with backup copies prior to being imported into *NVivo 8*, a qualitative data analysis software. Some of the respondents' body languages and impressions were observed by the researcher. This is to help the researcher frame important keywords for the next question during the interview (Punch, 2005b). Every time the interview took place, the researcher took notes relating to important points and impressions from the interviewees, especially when the emphasis was on the community's relationship, their experience with school services in term of community cohesion and the knowledge of schools as a community hub.

6.2 Rich Picture Diagram- Analysis of the Interviews

Sutrisna and Barrett (2007) found that the use of the multiple case study approach was in agreement with the principles of grounded theory approach, i.e. that it relies on multiple sources and constant comparison of data from interviews for the purpose of theory building. However, when using multiple case studies and, grounded theory, the cross-case analysis of the interviews can be found overwhelming and difficult to grasp all at once. Therefore the Rich Picture Diagram (RPD) is suggested by Sutrisna and Barrett (2007) as an analytical tool in data analysis.

In summary, Rich Picture Diagram (RPD) helps this research to interpret and discuss the interviews in the case study. RPD in this research shows the incorporation of the interviews with the key concepts and collectively discuss the findings underneath it.

In Figure 6.1, RPD shows the significant relationship of the surrounding communities with their schools in most diverse ethnic communities' countries like in Canada, Australia, United States, the United Kingdom and Africa. Normally, schools are more active with interactive teaching, learning and giving supportive aids to bring out potentials from every student in the school so that they can meet the requirement of becoming a good citizen for their future life.

The agenda to promote Sustainable Communities is to ensure that the mission to bring in the community cohesion spirit into any diverse ethnic communities is accomplished. Examples are from schools in the United Kingdom that have played their part with this same mission. Local leaders and authorities have also played their parts to support the policies and programmes in regards with promoting community cohesion. Review from literature indicates that the total achievement of schools located in multi ethnic communities areas and the local education systems is about to encourage the work on promoting community cohesion within the school curriculums, policies and services. Though in present case, schools normally being part of the local neighbourhood and the relationships between the schools with the local communities have been formal both in urban or rural areas.

The diagram, however, indicates the findings from the literature review which was the existing formal relationships contain no shared values to reduce any complex social issues (like caring, participation, mutual respect, equality, inclusiveness or experiences) and efforts in the process of re-establishing the relationship into less formal in respect of local community cohesion needs to be improved.

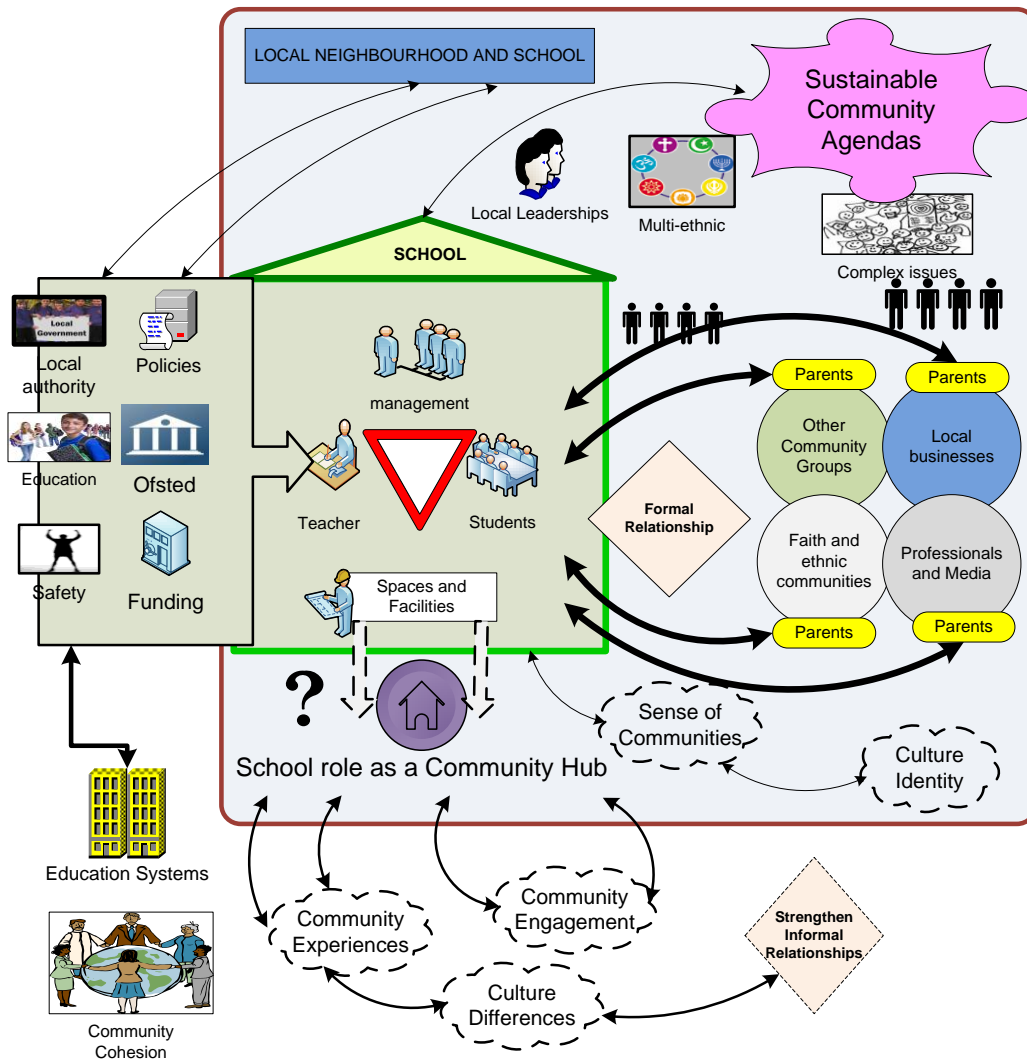


Figure 6.1: Existing school relationships with local communities

Thus the diagram shows the extent of the influence of local cultural differences and social factors on community engagement on the level of the role of their communities and schools as a community hub.

6.3. Emergent Core Category 1: Sense of Community

The categories or factors representing this emergent core category are: - *complex sense of situation, social advantages, socio-economic infrastructure, mixed levels of general appreciation and mixed cultural backgrounds benefits.*

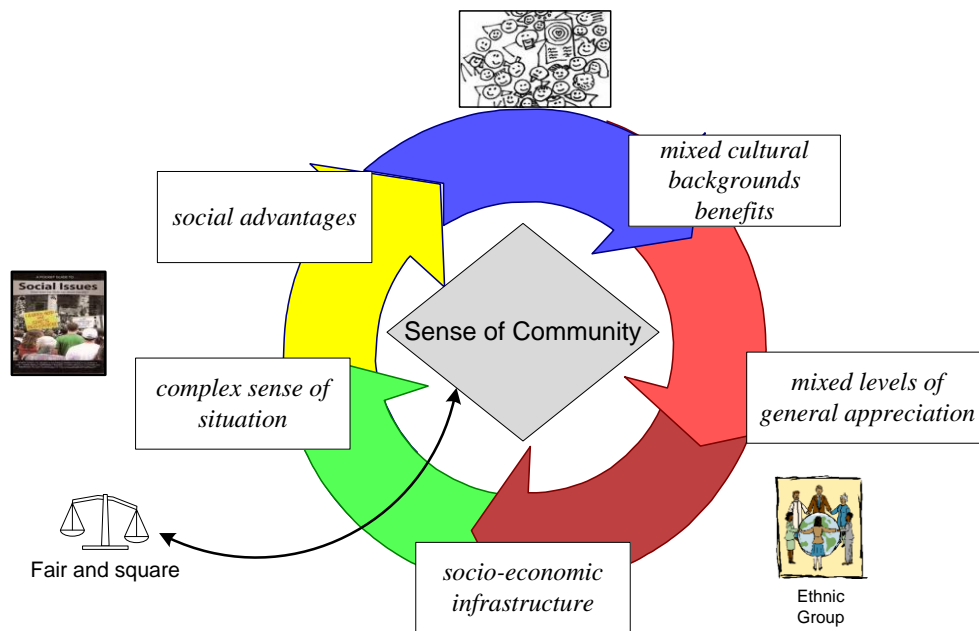


Figure 6.2: The First Emergent Core Category from Case Study 1

For three decades since the United Kingdom's government started on the agenda to promote *Sustainable Communities* to its society in the nation in order to make diverse multi-cultural places like Cheetham Hill and Crumpsall into something different and new for the locals has benefited its people in many ways. However, there are still perceptions to be noted such as the *mixed levels of general appreciation* and *some disappointments* from the locals. These perceptions are not obvious. The sense of community for people who live in the Cheetham Hill and Crumpsall neighbourhoods can be considered in a complex situation.

One of the reasons is those people were connected with *mixed cultural backgrounds* especially those who lived in *previously-disadvantaged* and *diverted areas*.

However, all 15 respondents who represented their own communities proudly impressed that both neighbourhoods have greatly transformed from deprived areas in 30 years back into a place with lots of social advantages, mainly in terms of socio-economic infrastructure benefits. This should promote more sense of community.

"My involvement with my own community group was basically in terms of the need to have a sense of community among us. Not more than that. But to think of something that's good for them for example our community activities for the elderly, kids or women, I believe ..those things can give us reasons to work together with other communities in this area".

“.... we always tend to live on our own and not to bother with other people and no sense of belonging to each other....”

Overall, the local communities in Case Study 1 had the same expectations about the sustainable community living concept in a diversified multi ethnic country. However, there are factors contributing to a complex relationship that affects the level of sense of community for certain people, such as the long-term impact of migration, racism and discrimination, differences in culture and lifestyles, and biological weaknesses; all these are called *ethnic inequalities*.

The respondents later indicate *ethnic inequalities* as issues that their people often faced and some of the issues may be experienced differently by other ethnic groups in the same neighbourhood.

"Mixed-race people can face suspicion and distrust from both sides of their family, fall outside dominant racial categories and are often profoundly and hurtfully misrecognised by others,"

However despite facing *ethnic inequalities* issues, a lot of things have improved the perception of the locals in this case study. Positively, the perceptions to bring out the sense of community by living among others beside their own community have shown *enough direct indications*. Even though why and how living within diverse communities' environment is often *unpredictable*, the communities in Case Study 1 have consistently been advised by their leaders to avoid forcefully bringing about whenever any disagreements arise. The best solution for them is be *persistently patient* and in time any *cultural misunderstandings* will fade away and agreement comes.

Six respondents for Case Study 1, each representative from six major ethnic groups (Pakistanis, Jews, Arabs, Irish, Africans and Small Ethnic Minority groups) in Cheetham Hill and Crumpsall expressed their *overall satisfaction* about their people's *living conditions*. All six of them expressed their satisfaction about the close proximity of the neighbourhood to *cultural facilities* such as mosques, temples and community centres where they can perform their religious responsibilities and bring out their own *respective culture*. This, however, is only reflected from the *first and second generations* of the ethnic groups who are still living in these two areas. Positively, they were likely to use such community facilities on a regular

basis. This population had an average age of 50-75 years and always felt that they have lived within a *supportive community* after all these years.

In addition, all the respondents representing their ethnic communities in Cheetham Hill and Crumpsall were particularly pleased to encourage their people to participate in any recent local government regeneration programme for the area. As expressed earlier, most of the older community members who live in these two neighbourhoods agreed that their people had good and bad experiences in their relationships with each other in many years. Due to these expectations, the more participation from the *younger generation* in local communities, the better the chances to have a sustainable living environment that provides *better sense of place* that can be highly appreciated.

“Cheetham Hill and Crumpsall used to be a deprived area...in those days....these two areas were always connected with social crimes and were generally run down. ... and yes..it has improved considerably because of the regeneration activities that have taken place.. for example, Cheetham is now a much cleaner place, the lighting has improved and crime is down....that’s why...more people have come to live here” .

As mentioned in Chapter 2 and Chapter 3, schools in the United Kingdom have been given a mandate by the government to promote community cohesion through *the curriculum and learning experience* within the school environment. The encouragement could be extended to benefit the wider community. The majority of the local communities in Case Study 1 were very pleased to participate in these objectives. They seem to be aware of the effort being part of the support to improve the *sense of place* among the children who were born and lived near the school. Eventually, AMHS has fully demonstrated their part to promote cohesion and extend its integration services to the locals. Improving a *sense of community* among the local communities, however, gives the school the challenge of improving its *overwhelming experiences* in promoting community cohesion to the wider communities especially when dealing with the safety and risks of the facilities provided.

“In this case, if the school strongly believes that the relationship might work, I can’t think why we should not give it a try. I would like to see the openness from the school in having local communities be part of their objectives to help this area become a place we are all proud of.....”

Respondents also informed that efforts by other local communities' institutions besides schools themselves help a lot in promoting a sense of community to local communities and most of them were quite acceptable. Despite having unpleasant living experiences in previous years and due to survival factors in a deprived neighbourhood such as Cheetham Hill and Crumpsall, the positive way of thinking about what is best for their own community living condition was always their top concern.

The term '*hard to reach*' is a phrase usually used in relation to people in the community who are deemed to inhabit the fringes of school, or community as a whole—who are socially excluded and who seemingly need to be 'brought in' and get engaged as one of the stakeholders (Levitas, 1998). Understanding this perception can be significant and becomes one of the key reasons in the relationship of having community facilities such as schools for community cohesion purposes (Cantle, 2005a).

6.4 Emergent Core Category 2: Local Cultural Identity

The categories or factors representing this core category are: - *Sense of appreciation, cultural heritages and languages, existence of new community, sense of empathy*

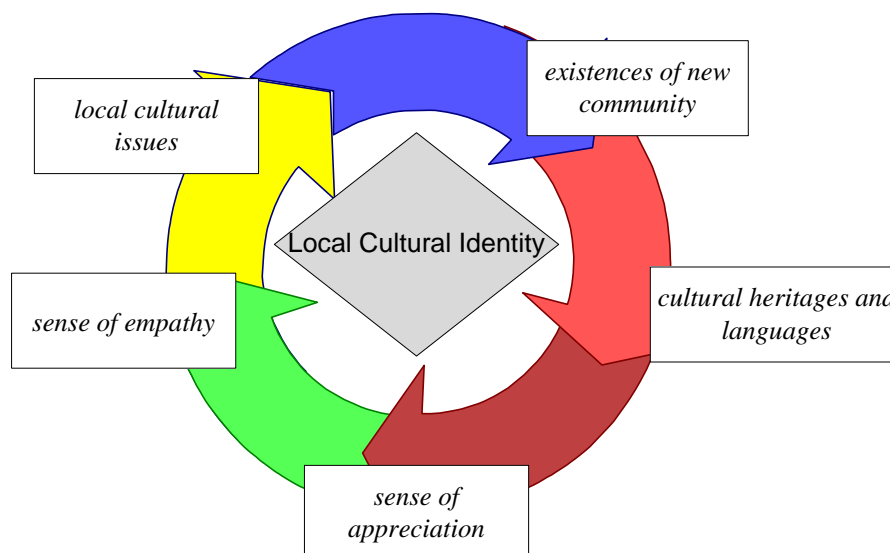


Figure 6.3: The Second Emergent Core Category from Case Study 1

A basic definition of the term *culture* is that it consists of certain *shared values, ideals and beliefs* of groups of people regardless of race and ethnicities. *Cultural Identity* means even though some community groups may be having the same lifestyle within a particular region, they have an additional belief system, or identification which makes them different from society as a whole. (Kymlicka, 1991, Schneider and Barsoux, 2003, Townsend and Wan, 2007).

The *local culture identity* elaborates the underlying relationships among the ethnic groups in Case Study 1 between local challenges and opportunities in order to successfully promote a community cohesion process. This brings to attention the need for strategies to take advantage of local culture in order to ease existing complex cultural differences issues.

The advantages are about how cultural strategies locally contributed to *community empowerment, community engagement* and *progressive movement alliances* to work towards the transformation of local culture identity, both locally and beyond. These cultural strategies, however, as mentioned by Townsend (2007) are not generally going to be effective as substitutes for economic, political and social strategies (Townsend and Wan, 2007).

Should every local ethnic community in a multi racial area be made to have their own cultural identities among each other? These are some comments from the respondents in Case Study 1;

"I think it is shocking that folk need to learn how to be a good community member before they come here. It is a shame that more thought isn't put into ensuring that these local ethnic groups understand each other better and declare that they are proud to be local residents when they are actually living here in this place!"

"I cannot understand why anyone would not learn to be integrated in a place they live in. Why would anyone subject themselves to this kind of isolation? If you live in a place like this, you should adopt it and not the other way around"

"I lived in Cheetham Hill for 6 years and am still horrified at the attitude of local people towards learning their own local place and culture. Very few did, or cared, or even had the capacity to speak about other people in their place. I think this happens all over the world, local people are notorious for not learning other cultures or integrating. We don't even

support the learning of other cultures in primary or secondary schools. We should stop being so hypocritical.”

Although the researcher acknowledges that the sample of respondents was not large enough to be statistically significant, most of the respondents in Case Study 1 have constantly talked about the importance of their cultural identities and how it can promote cohesion. They shared the view on the *sense of appreciation* which they have lacked in giving support to the government efforts to add value to their ethnic *cultural heritages and languages* with other people in same neighbourhood. The need to promote cultural identities was not being fully supported locally.

This research, however, has identified the nature of most *local cultural issues* that commonly challenged the idea of having community cohesion and these are:

- *Ignorance,*
- *Hard to reach,*
- *Mistrust,*
- *Diversity within own community,*
- *Rationality,*
- *No sense of identity and disrespect.*

Other findings in Case Study 1 showed that there are some *existence of new communities* that newly arrived as refugees or asylum seekers and migrants in these two neighbourhoods from time to time. These groups of people are mainly from the related origin ethnic communities in Cheetham Hill and Crumpsall who have been trying to *facilitate integration* and often look at these refugees on the need *to integrate into life without the local white people*.

The analysis further recommend that going to any local community centre facilities for these newly arrived people will be ideal because there will be *policy measures* that need to be addressed (Gruder et al., 2007). This will resolve any logistical issues in Cheetham Hill and Crumpsall areas.

The Cheetham Hill's Community Centre for example has been mentioned quite a number of times by the respondents in the interview for Case Study 1. The centre has been operating for many years in a way which focuses strongly on the cultural identity and maintenance of community heritage languages and promoting their continued usage. However, due to its

location that is quite isolated from the two areas, making use of the centre was not very practical for a few reasons i.e. location, space, staffs. In addition, due to the pride that these local ethnic people have in their heritage, *culture and languages*, the researcher believes that many of them are not too concerned with what is happening in Cheetham Hill. This situation may also arise when the organisers of annual community events such as the Cheetham Hill and Crumpsall Culture Festival have not promoted and advertised their events as wide as is necessary. The locals' reception and interest of each year's Cheetham Hill and Crumpsall Culture Festival were lukewarm because it is considered no longer interesting to them. These are excerpts of the interview data related to frustration with the events organised in previous occasions.

"We had the sort of crowds we would expect on each cultural event, but nowhere near the sort of figure we've experienced in recent years"

"People wanted to go somewhere really special to promote their culture identities and in the past the festival has been a really big family occasion."

"however the locals saw that the events were not meant for them anymore and decided to stay away....it's all getting political"

"When we have so many other events in the city centre – such as the Irish Festival and Gay Pride – how is it that the city council can't find a small amount of money from local businesses to fund one of its most important local cultural event of the year?"

This indicates that whoever is responsible for community facilities in the area should stop working on each community's perception issues individually and start believing the context of which communities they served.

In Case Study 1, the aspect of this core category indicates that *sense of empathy* is an important element that should be applied and nourished among the locals so that they become a society that cares about others. Furthermore, sense of empathy is about letting people's moral responsibility preserve their own culture identity. With this, schools as part of community facilities needs to be supported and broadly accessible for the community to deliver the cultural identities among their own.

The interviewees understand the purpose on the mission that they need to learn and why each cultural identity factor was so important to their local communities. The role of schools as a community hub is possible to be the catalytic in any community development especially in promoting community cohesion (Townsend and Wan, 2007).

Strategies on looking back to local cultural identity with schools as a community hub are important to the communities. This will open up discussions by arguing that issues of culture and identity do matter; they matter in their own right.

6.5. Emergent Core Category 3: School Promoting Cohesion

The categories or factors representing this core category are: - *Reduce the gaps, timely and understandable ways, heart of local communities, different in contexts, cohesive environment*

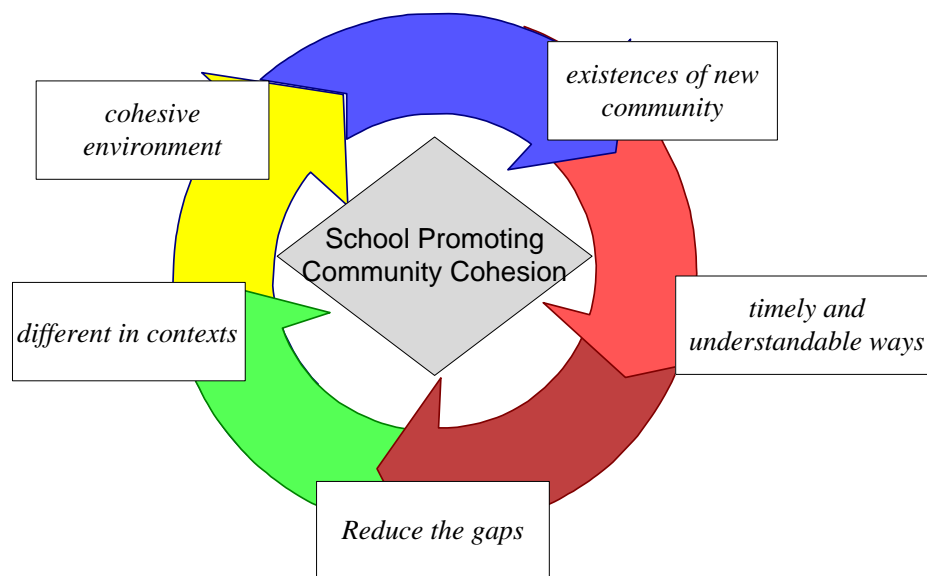


Figure 6.4: The Third Emergent Core Category from Case Study 1

The researcher identified that the local communities in Case Study 1 would like to have the opportunity for better social relationships with the school. These opportunities are in terms of encouraging community members to attend school-community meetings, participating in school community activities, and take an active interest in issues that affect the school and community relationship. All the respondents in Case Study 1 agreed that there are gaps to

these opportunities and it has been happening for a long time due to the lack of interest from the communities themselves.

“I would suggest that schools have frequently been aware of the community around them, but their reactions to these communities have been (and continue to be) far from uniform. Some have developed barriers, whether structural or cultural, to retain their sense of privilege; only a few have embraced the local community with open arms. Many, however, have been in the middle - attentive to market forces from outside, but seeing education as a process distinct from the business of the community...”

“Overall, however, there is a suggestion that schools are becoming increasingly aware of the need to build connections with their communities. This raises the question of what we mean by ‘community’ and the nature of those connection looks like...”

The Local Education Authority and the school board themselves recognise the importance of community involvement and therefore have struggled to keep the community informed of developments within the school system in *timely and understandable* ways. This means using all available means of communication to keep the community aware of the goals, programs, achievements and needs of the school community relationships. Members of the community shall have opportunities to become involved with the schools and to express their interests and concerns.

The researcher further continued to investigate this core category from the case study. The awareness of *school capabilities in promoting community cohesion* seemed to be a common issue for the relationship between school committees and the local education authority. The school however explained one of their challenges is difficulties to get the support from local community members as most of them were *isolated, difficult to communicate* with and *showed a lack of interest*.

The overall response to the question of what they feel about the school in their area was quite inspiring. All these years, AMHS has been accepted as the *heart of local communities*. Due to this perception, the school has been working together to widen and strengthen their local communities so that they can be *active, confident and resilient*. All respondents in the case study suggested that AMHS must develop innovative partnerships with the local *communities in action*. Given these results, it can be extrapolated that the partnerships would range from

communities letting out school halls on weekends, communities working together to build and enhance the relationship with the experience of sharing new facilities.

“Commonly we found that every high school maintains standard school facilities for student to utilise and make use of for learning purposes. This is good for their preparation to further study in universities. Primary schools, however, mostly would not provide these similar kind of facilities because of the necessities”

The local leaders, who represent their group of people for both case studies, have long worked closely with their local councils. They knew the huge cost that would be involved to bring their other local community facilities up to modern standards. Therefore, on the same opinion, if the community members want to be sure that they can have access to usable facilities close to their heart, strategies to let schools’ facilities be utilised by them can be considered essential.

There is community support for the concept of schools as a community hub. Data in the interviews mentioned the respondents’ comments as follows:

“Great idea”

“If it makes people’s lives better, then it is good”

“The school is a centre of activity”

“Yes I would volunteer”

“A community needs a common place”

“I would support it in any way possible”

One of the issues that emerged from the findings was that the local community varies in their knowledge and experiences between those that accept the role of schools as a community hub and those that prefer schools as it is, giving formal educations. In reviewing the literature, the behaviour of the community is influenced by the nature of the relationship they have with the school they know about. The analysis indicate that the feeling of having the old fashioned school buildings or spaces are good at certain times, for instance a waiting place for parents before picking up their children for primary schools or an indoor hall for parents to see their children’s science projects or art performances for secondary schools.

The situation has turned around as currently it is difficult for the schools to impose certain rules that discourage local communities to use school facilities for social purposes. The main issue that emerges from the analysis is yet again the implementation of the usage cost for the facilities in school. This could be the issue that makes the idea of community hub more difficult to execute. According to them, the cost should not fall on the local communities as they are both taxpayers and users of the facilities.

The researcher however learned something new to the point that not all local community members like to *expose themselves by participating* in the process of promoting cohesion through school facilities. This again reflects the perception that schools have their own duties to do all things in regards of providing social and economic values to the neighbourhood.

On the other hand, this core category indicates that there are those who expect schools to be *more than just enough* for the role as a community hub. The review in Chapter 3 has given a basic idea that the role of schools as a community hub can be *different in contexts*. There is a wide range of context differences between schools located in multi-ethnic neighbourhood and the ones located in a single ethnic neighbourhood.

As Joy Dryfoos (2005), one of the pioneers of ‘full service’ schooling in the US puts it:

“Community focused schools are highly variable in the way they operate and the services and activities they offer. Although the word ‘model’ is used a lot, in reality no two schools are alike; they are all different. The quality that is most compelling about community school philosophy is responsiveness to differences: in needs of populations to be served; in configurations of school staff; in capabilities of partner agencies; in capacity for change in community climate; and in availability of resources. These programs are always changing in response to changing conditions ... “

(Dryfoos, 2005, p. 7)

In Case Study 1, the management of school facilities seem to be *losing interest in their willingness* towards meeting the needs of the locals using the facilities. They claimed that the main issues are; *lack of trust, differences in opinion, no sense of common values and misperception*. These were amongst the reasons the local community members could not possibly be cohesive. Although on reflection, both communities and professionals confirmed the advantages of schools becoming a community hub and providing more flexibility,

privacy, space and possibilities to use it to promote community cohesion (Blake et al., 2008). Respondents in Case Study 1 believed that there are many positive points they can benefit from if the school can play its role as a community hub.

When it comes to their *new way of future life*, the school will have to consider the improvement that can suit the needs of the community members.

There are two areas on which a strategy would have an impact: *improved community facilities* and *associated benefits* from schools to the communities. In Case Study 1, there are indicators showing that Cheetham Hill and Crumpsall were among the areas that have some of the *poorest community facilities* in Manchester. Some of these facilities, which range from community centres to leisure centres, have suffered from years of underinvestment and poor maintenance. A few of them are coming to the end of their *useful life*.

The role of the schools for both case studies in providing learning for pupils, parents and the wider communities is quite universal. This, however, can be necessarily extended, in a situation where there is a need to create any interaction or *building positive relationships* with the community members. The role to make use of the school facilities as a hub for the community members however does not seem to be enough in *offering opportunities for partnership*. It would be better to consider the partnership if the needs and ideas of community engagement are significant in *making decisions to be cohesive*. In this context, an enquiry into how schools can influence local community social development from common understanding is necessary.

In Case Study 1, by all the virtues of the Abraham Moss High School, the commitment to safeguard and promote the welfare of children and young people remain as one of the main concerns. All of the staffs have to volunteer and share the same commitment. In other words, the school on their part has claimed that they are prepared to work together with the locals; however, there is still lack of interest from locals to participate.

“As for our community concerned, this school has given us many opportunities to use its school hall for our Ramadan activities and also on Eid Day celebration....all of us who live in Cheetham, Crumpsall and even from the city centre came to this school and together we celebrated the event. Normally they permitted us during school holidays and in the weekend days only”.

“....they have a community hall that we can all use after school hours as long as it’s used for community activities”

The authority, policy, autonomy, positive contribution, allocation of time, planning, risks, safe guarding and efficiency. These sub codes again show that the communities’ expectation on the role of schools as a community hub and its impact on promoting community cohesion can give them the opportunities to improve their relationships with other ethnic community members.

“But to think of something that’s good for them for example our community activities for the elderly, kids or women, I believe those things can give us reasons to work together with other communities in this area.”

Therefore, in this research, the future aspect of the role of schools will be more significant to the local communities by looking at schools as a social entity which creates opportunities for a *cohesive environment* for the communities rather than seeing school buildings as physical factors which do not contribute to the community at all. The usage of school facilities need to be measured on the productivity produced by it and not the building itself. The best suggestion is to manage the relationship between the school service delivery and the community that deserves it. In order to take care of the school facilities, opportunities must be created to improve and making changes to the management process from time to time is required rather than just making sure the facilities are working and used for its purposes only.

“I would like to see that every community groups in this area make use of the school as their community hub at appropriate times. I like the idea of letting themselves engage with school initiatives to promote social cohesion, it will definitely bring benefit to them”

6.6. The Refined 2nd Version of the Conceptual Framework

As discussed in Chapter 5 and in continuation from the analysis of the interviews in this chapter, the initial result from the list of enablers derived from the case study findings, the researcher has identified and interpreted the findings into fifteen (15) factors before they have been refined down into three (3) factor clusters. Taking a holistic view after the discussions and opinions from the respondents, it is crucial to see the key findings (the factor clusters) from a different perspective and constructive.

Therefore, the following table narrates the refined results after taking into consideration the respondents' views on related issues as discussed in Sections 6.3, 6.4 and 6.5 of this chapter and also cross references from the literature review in Chapters 2 and 3.

Table 6 1: The Refined Results from Case Study 1

Key Findings (Emergent Core Categories)	Core results	Results refined
Sense Of Community	<p>The findings include the complex sense of situation, social advantages, socio-economic infrastructure, mixed levels of general appreciation and mixed cultural backgrounds benefits.</p> <p>These findings have brought the interpretation towards a series of key constructive points on how the local ethnic communities can lead to the rebuilding of existing formal relationships with their local schools.</p> <p>Responses of the local communities indicate that existing formal relationships need to be encouraged for significant impact in terms of giving the right ways for community cohesion.</p>	<p>It is important to understand 'what is sense of community'? And how is it able to shape the people in a particular country or community in a particular place? Looking at a different perspective in understanding the local communities' needs to have a sense of community is significant for addressing key issues on the role of schools as a community hub. The sense of community has been with them in their life and passed through generations as well as the surrounding environment where they lived. In conclusion, the suitable word used for this emergent core category is 'Sense of Community'.</p>
Local Cultural Identity	<p>The findings include sense of appreciation, cultural heritages and languages, existences of new community, sense of empathy.</p> <p>The discussion on the category brings the understanding which indicates that the missing element that should be applied and nourished among the locals so that they become a society who cares about others. Furthermore, the moral value of the category is about letting people be responsible to bring out the best of their own culture identity. This is up to the role and responsibility of the local communities to deliver the cultural identities among their own.</p>	<p>The communities know that they need to be educated on why each cultural identity factor is so important to them. The role of schools as a community hub has a catalytic role to play in any community development especially in promoting community cohesion.</p> <p>Strategies on looking back on local cultural identities with schools as a community hub are an important aspect to the communities. This will open up discussions by arguing that issues of local culture and identity do matter; they matter in their own right.</p>
School Promoting Cohesion	<p>The findings include reducing the gaps, timely and understandable ways, heart of local communities, difference in contexts and cohesive environment.</p> <p>The role of schools as a community hub in promoting community cohesion</p>	<p>Understanding the feelings of the communities is significant when engaging them with the community facilities in their social environment that eventually will affect their level of well-being. This includes the role of schools as a community hub.</p>

	<p>towards the sustainable communities within community contexts and needs of the people living in urban neighbourhood is still the big issue.</p> <p>The future aspect of school roles will be more significant to the local communities by looking at schools as a social entity which creates opportunities for a cohesive environment for the communities rather than seeing school buildings as physical factors which do not contribute to the community at all.</p>	<p>A school needs to be developed through the local knowledge of the sustainable built environment. Thus it shows that the relationship of having different types of schools serves different background of the local communities in the same proximity.</p>
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Through the overall discussions and arguments throughout this chapter from a real school case study scenario in the United Kingdom, the researcher deduced that three (3) key points or the emergent categories derived from the case study analysis are suggested to be used as supportive strategies to address the key issues explained in Chapter 5. Figure 6.5 shows the supporting strategies that need to be incorporated into the programmes, policies or guidelines in order to improve the effectiveness and value of the role of schools as a community hub. The analysis also concludes that the key strategies must mainly start from the local communities themselves which consist of the integration work of diverse ethnic groups who live in the surrounding of the school. Therefore, the feelings of the communities are significant with the understanding of their social environment that will eventually affect their level of well-being.

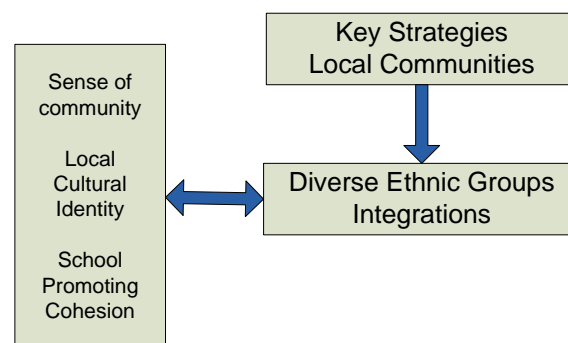


Figure 6.5: Three Emergent Core Categories as Supporting Strategies to Address Key Issues

The enhanced second version of the initial conceptual framework includes the key findings from this chapter (Figure 6.6). Through another real school case study scenario in Malaysia, improvement and rectification of the framework will be enhanced and refined before the final output from this study could be realised.

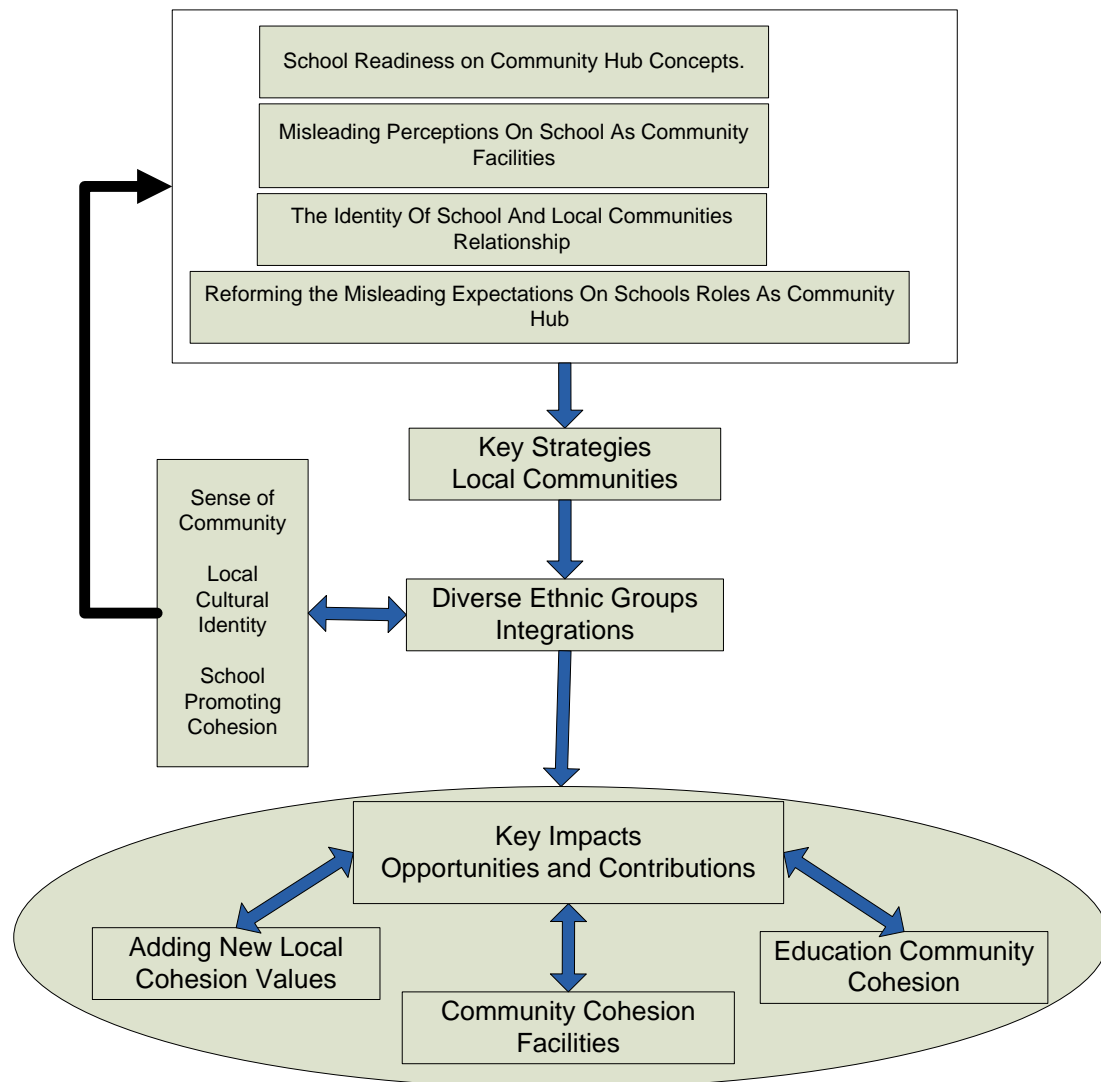


Figure 6.6: The Refined Second Version of the Conceptual Framework

6.7. Summary

The aim of this research is to develop a conceptual framework that will guide local communities and authorities to be able to leverage schools to be used as a community hub in order to promote community cohesion for Sustainable Communities vision.

With the analysis and key findings from the interview data, this chapter enhances the initial conceptual framework through a real school case study scenario in the UK to improve its effectiveness and value.

CHAPTER 7: THE REFINEMENT OF THE CONCEPTUAL FRAMEWORK WITH MALAYSIA BASED CASE STUDY

7.0 Introduction

This chapter aims to present a comprehensive discussion on the findings in order to enhance and refine the second version of the conceptual framework as designed in Chapter 6 through another case study scenario in Malaysia. Literally, Chapter 7 is a continuation from Chapter 5 and Chapter 6, which are linked together in providing the basis to present the findings in an empirical way. Nevertheless, having Chapter 7 to elaborate the findings is crucial to present the new findings in developing the conceptual framework

This was done by investigating the case study based in Malaysia. The research process is adopted similarly from Chapter 6 which indicates the core categories that emerged from new data coding, and a number of selected quotes from the interview transcripts are utilised in order to finalise the same core categories before reflecting them on the framework from Chapter 6. The third new improved conceptual framework is produced at the end of this chapter.

The application of grounded theory approach and Rich Picture Diagram (RPD) helps this research to interpret and discuss the analysis from interviews in the case study. This chapter explained the process of the investigation with a case study based on a community secondary school known as Datuk Seri Mohd Zin Vocational High School (DSMZVHS) located within

the vicinity of Mukim Pengkalan, a suburban area in Alor Gajah Municipal Town in Melaka, Malaysia which has long served its diverse communities.

The data constant-comparisons analysis from the interview conducted highlights a number of relationships between the attributes or codes that allowed for the emergence of a number of core categories which represent the phenomena under investigation.

7.1 School Case Study 2- Malaysia

Datuk Seri Mohd Zin Vocational College (DSMZVC),

Location: Mukim Pengkalan, Alor Gajah Municipal Town in Melaka, Malaysia

DSMZVHS is selected for the second case study in this research study. DSMZVHS is a secondary school located in a suburban area which is situated close to new and old neighbourhoods in Mukim Pengkalan, Alor Gajah, Melaka. The school provides education for students from age 13 to 17 that live in same area since it first opened in 1969.

DSMZVC provides facilities and service that maintains and optimises its purpose and provides basic needs for its local communities. The school plays a key role in providing needed community space for meetings with the locals from the surrounding school area. Local community services often take place outside of normal school hours and can include access to sport and communal activities. Due to its close vicinity with the residential neighbourhoods, DSMZVHS has a consistently good relationship with the local community associations.

DSMZVC in Mukim Pengkalan, Alor Gajah, Melaka for Case Study 2 consists of two main halls, school sports facilities, canteen, gallery, hostel, a training centre and two football pitches. The locals are often allowed to use these facilities which are however controlled by the school administration and subject to the approval of school safety rules and regulations implemented. During term time, these facilities can be used from 3 pm – 7 pm from Monday to Friday and 9 am – 5 pm on Saturday and Sunday or during the non term school session, the accessible opening time will be from 9 am – 6 pm on Monday to Friday and not open on Saturday and Sunday.

7.1.1 Description of interviewees

Chapter 6 mentioned the total number of interviews conducted for this research. The 15 interviews were conducted for Case Study 1 whilst in this chapter, 15 more interviews were

done for Case Study 2. The following 10 interviews will then be continued from both case studies to validate and produce the final framework. The final framework will then be proposed as a guidance on how schools can be used as a community hub to promote community cohesion

As mentioned in Chapter 4 and 6, all the interviewees in the case studies were those who were acquainted with the multi-racial demographic composition, both knowledgeable and had experience and have worked together with the locals towards living harmoniously in a multiracial neighbourhood environment. Interviewees were respondents who at the beginning were determined by using snowball sampling technique as explained earlier in Chapter 4.

In the scenario for Case Study 2, it is appropriate to match the criteria of the interviewees with those in Case Study 1. However, although Malaysia is a multiracial and multicultural country, there are only three main ethnicities of the community groups who live and are active in Mukim Pengkalan, Alor Gajah, Melaka, Malaysia. The similarity in Case Study 2 can then be seen in 15 respondents who each represented 3 main local ethnic community groups. They were three major ethnic community groups representing the Malays, Chinese and Indians who have lived in the case study area since the first generation in the 1940s. All interview sessions were conducted privately.

The 15 interviewees were made up of four Malays males and three females, four Chinese males and four Indians males. Their age range is around 45 to 70 years old. Interviews were mainly conducted in the Malay language. Each interview lasted 40 to 60 minutes and was audio-recorded with permission, transcribed and translated in English verbatim. The transcription was saved in one file folder with backup copies prior to be imported into *Nvivo* 8, qualitative data analysis software

All 15 interviews from Case Study 2 were recorded. The recording allows for an accurate record of all the interviews. They were then transferred to a computer and transcribed. During the interview sessions, some of the respondents' body languages and impressions were observed by the researcher as part of data collection.

7.1.2. Scope of Interviews

The scope of the interviews is similar to what was done earlier in Chapter 6 for Case Study 1. Most of the interview questions were referred to the background information from the

literature review and the significant findings derived from the refined framework from Chapter 6. The questions that were asked to the interviewees were referred from a list of semi-structured questions which was prepared as both a guide and reminder of the scope that the covered from the interview. This was emphasised in the grounded theory approach (Strauss & Corbin, 1990). A sample of these guided questions for this research can be referred to in Appendix F.

As mentioned earlier in Chapter 6 and Chapter 4, the interview questions for Case Study 2 were again considered on controlled aspects of the local communities' experience and after their long observation on living together in the same neighbourhood with their local schools. The data from the interviews were analysed with open coding process and then axial coding to select the attributes or categories as findings to fill in the gaps in developing the emergent cores or themes in enhancing the second version of the conceptual framework in this study.

The researcher took notes on important points and impressions from the interviewees when they focused on the community's relationship, their experience with school services in term of community cohesion and their knowledge of schools as a community hub. Appendix H shows the sample of notes taken during the interview sessions in Case Study 2.

7.1.3. Rich Picture Diagram- Analysis of the Interviews

The rich picture diagram in Figure 6.1 from Chapter 6 is referred and considered for the existing relationships between social factors of schools in local communities and as a community hub to promote community cohesion. Malaysia shared the similar scenario in the diagram which indicates that the effort of promoting community cohesion through schools was still not comparable to the government's community cohesion aim and objectives.

Similar context exists when relationships are very much influenced by any social complexities and constraints in the process of re-establishing formal relationships into less formal ones in terms of local community cohesion.

7.2. Emergent Core Category 1: Communal Facilities

The categories or factors representing this emergent core category are; *open to all, positive potential, positive social effects, commune mentality and substitute facilities.*

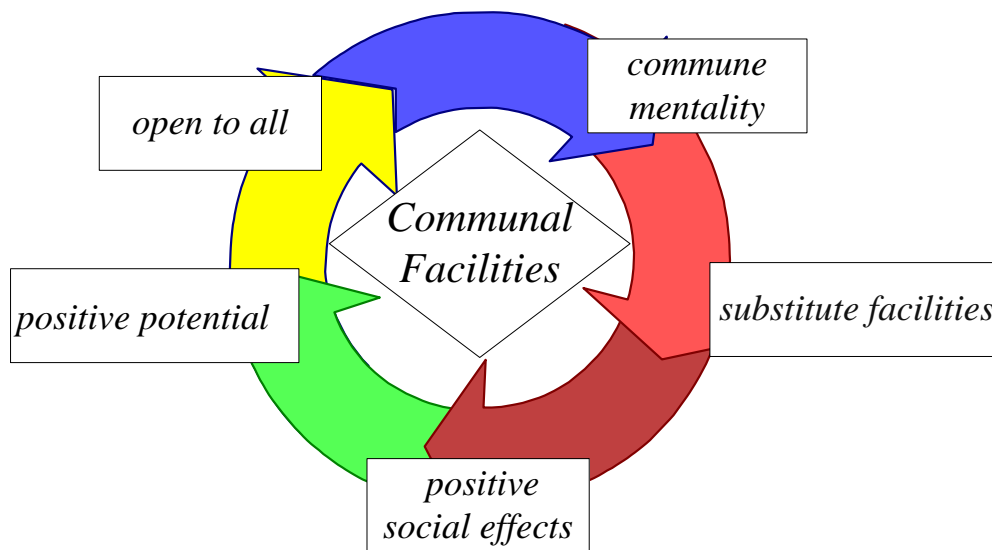


Figure 7.1: The First Emergent Core Category from Case Study 2

The term community is used to mean many different things, and for this reason, many different facilities are referred to as community facilities. As described in Chapter 3, the two meanings of community as *place* and as *state of being* are *not mutually exclusive*. Further clarity about how these terms are used and what kinds of facilities they refer to is needed.

From the analysis, the researcher found that there are two different understandings of what local communities know about community facilities and these are; first the public facilities that are *open to all*; whether for residents of the surrounding neighbourhood or not. These include community centres of various kinds; and public amenities provided as part of public open and outdoor space design, such as barbeques, basketball courts and playgrounds. In relation to the goal of achieving a socially sustainable community, this category has the greatest potential for publicly accessible facilities. In particular, community centres are a critical part of the social infrastructure. They provide facilities, services and support programs for a wide range of people, with access not determined by where those people live. The analysis from the Case Study 2, however, shows the contradiction with the concept.

“The strange thing is, when I asked some people, especially who lives in the area of these facilities, most of them are not really very happy with the way all these facilities are being used. Some of them did complaint, ‘Why can’t we use these facilities?’ Like school in our

area....no actually the school does have the authorities but what about their libraries, football field or their dining hall? Who is actually in charge of this?"

"It's a public school and it has to widen its scope and show its benefit to the wider community. So it's the same if there are any faith school ... there are a few faith schools as well so quite a lot of them are state aided."

Second is the semi or private *communal facilities* that are *shared* by locals of a particular neighbourhood, but that are not public, that is, they are not open to the broader community. These are usually provided under community title types of properties, and membership is restricted to residents of the neighbourhood (examples include a community garden, swimming pool or clubhouse). This second category - communal or shared facilities for local communities - can also *have positive social effects* within a particular neighbourhood itself, helping to *build connections* between neighbours, and give them a *shared sense of community* relying on the scale of the neighbourhood development. However, as these facilities are not usually open to *community use*, they are in a sense actually facilities that only can be used *behind closed doors* and impose some expenses.

".. well you see there is already pressure from the government on schools. If the school is private, they still have to share their facilities in some ways and make a benefit for the wider community, to make sure they can retain all their private funds, why not?"

Although restricting access only to certain people who care less on the expenses imposed, *communal facilities* can contribute to the development of a *commune mentality* among those local communities who appreciate them precisely because they are for the exclusive use of themselves and their neighbours. *Communal facilities* of this kind need to be carefully managed and to maximise their *positive potential* while avoiding different kinds of social risks. Positive potential include *awareness of promoting cohesion, learning in the community environment* and *addresses the issues on exclusion*. The community should accept that *communal facilities* are community resources and should extend its function to *broadly available* for them, and also being allocated where a lot of the different services are available in the community, will come together.

The axial coding process evolved some categories from the analysis to indicate the way local communities conceptualise and manage their context to bring out their *values, needs, and life*

aspirations which are clearly connected to their experiences and perceptions of the school. That is why the communities need to understand the concept of sharing feelings and experiences which is vital to mending the issues in their own society. The respondents in the Case Study 2 mainly feel that there is a wide disparity of seeing their school as a *communal facility* although all schools had been extended for the benefit of the community.

“..we understand that all community facilities must be provided by a wide range of public and private bodies. However we thought the school is about supporting education, about you develop a learning opportunity for our kids..I don’t think why they should share it with us.”

Schools are beyond the characteristics of a building, and should be a community facility in the same vicinity. Doesn’t matter what type of school the community has in the neighbourhood today.

“No. I don’t understand why they... I mean to me I think it’s .. but you do hear people say like, oh, we can’t go there because that’s not for us, but it is, it’s for everybody. I know it’s for everybody because I’ve... you know, because like when that was going on in school, in the school just recently, one of the guys that I worked with said, oh we’re not allowed in there and I went, ‘We are. Everyone is,’ like this and I just ignored him because I thought... So it’s people that make these little tiny assumptions that, you know.... I don’t know why they do it, that”

Therefore a better understanding of this category is needed to reflect the issues of misleading expectations on a school’s roles as a community hub.

7.3 Emergent Core Category 2: Social Connectedness

The categories or factors representing this emergent core category are; *community resiliency, positive potential, local behaviour and attitude, readiness for changes and willingness to negotiate continuously.*

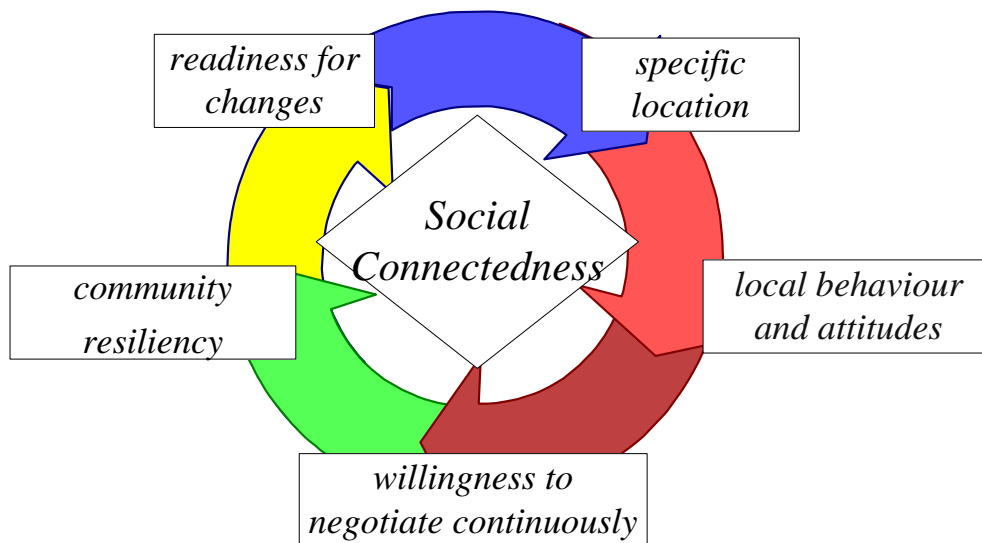


Figure 7.2: The Second Emergent Core Category from Case Study 2

Social connectedness is about a much stronger predictor of *personal happiness* and the *perceived quality of life* in a community than income or educational level. People want to have connection and have stages of development. Their *readiness for changes* depends on their developmental stages. Most physical features of community capacity are achieved through human agency. Therefore the right attitudes and behaviours influence them.

"The stages of social development influence and reflect the values of society and the kind of society we want to be.."

"Each of our cultural group and individual must learn the skills of recognising their own values and assessing these values in the context of sustainability."

Social connectedness means that people may live in a location that has a name and recognised features, distinguishing it from other communities. People behave and have certain attitudes locally. At the same time the same people may belong to many social and professional communities within that location. People also belong to communities that extend beyond *physical boundaries*, connecting them through commonalities of interest, concerns and belief. From the observation during the interviews for Case Study 2, the researcher noted that respondents could explain *why* this core category as characteristics was important to them, or *what* the consequence would be of the characteristics. Social connectedness can be

established as resolving the key issue of identifying the significant identity of school and local communities' relationship for the school's role as a community hub.

“My advice is simple...the relationship has to be clear or open...and most of the time, we need some guidance.. so why don't you get people involved in deciding what to change, get them involve in how to change it.”

However, as discussed in Chapter 3, there are a large number of issues that have made many schools reluctant to open their facilities to the community. Part of the issues is the school's readiness on the concept of community hub and also appropriate costs that have to be born in having such relationships. Only the communities can be clear, direct and reassuring guidance to give schools the confidence to know that opening their doors to the community will not set them up for some sort of tragedy.

“We must not forget the benefits of this strategy (school openness) for this school. If such a strategy were put in place, the school could be ideally in position to benefit from increased co-operation and interaction with us as well as increased cost in the long term”

“It should be cleared to the practitioners or the Education Department, that promoting community cohesion and relevant revenues can be made when schools work willingly in social connectedness with their local communities. The DMZVC is seen by the locals as part of the community, not a place apart.

Even the Alor Gajah Municipal Council in Case Study 2 recognised that there is only a marginal difference in the cost of opening up school facilities compared to keeping them closed. However, that would allow the government to save vast sums each year on providing substitute facilities. Substitute facilities include local mosques, community halls, small parks and public children playgrounds and sports halls.

It is significant to identify the *specific location* for developing this category in order to make the life style and surrounding environment differ from place to place and cannot be compared. Its application is possible, because sub codes for location specific requirements are based on where the location or place is located, whether in the urban/city area or in the rural/village area and maybe in the bigger contexts, in different countries. The earlier Chapter 2 and Chapter 3 in this thesis report explained this in details.

Through social connectedness similar in spirit and intention with many of the previous bottom-up one Malaysia concepts, informed by the reality of the idea of using schools for *unity in diversity*, this is maybe one of the best choices in the Malaysian context.

The issue of division and union was not, in the first instance, seen by the local communities in Case Study 2 as a problem similar to crime or corruption or urban public transportation. In general, Malaysians have enjoyed *cross-cutting social ties* and existed in a state of *social cohesion, sharing values, norms* and many things together for many decades. But rational Malaysians also recognised that while they enjoy a certain positive level of community cohesion, it was not all easy.

“we Malaysians probably should be very happy that ethnic diversion is not a problem but only a concern, of broader and deeper kind, ever present in our daily existence”

“we Malaysians have been faced by lot of problems, contradictions and conflicts of various kinds, but held together by the willingness to negotiate continuously in order to maintain consensus, peace and stability”

The *willingness to negotiate continuously* is a clear endorsement of the fact that in Malaysian society, conflict can be solved or minimised, because by *willingness to negotiate continuously*, the majority of Malaysian continues to conduct their everyday life, even in times of fierce competition, in a socially-cohesive manner, without being threatened by open ethnic conflict.

However by seeing the benefit of social connectedness as substantial strategies for local schools to promote community cohesion, local communities must have the strength to prepare themselves to maintain the calm of the relationship through values such as *community resiliency*. Detailed and constant meaning of the data coding analysis of the axial coding process identified that schools can help to promote *community resiliency* to enable them to be more prepared and more resilient when facing *ethnic exclusion* and their consequences.

“Communities and individuals can harness local resources and expertise to help them in a conflict, in a way that complements the response of the conflict services.”

The local ethnic communities in Case Study 2 suggested that the school becomes a center for them to learn about building community resilience before facing any conflict in community division issues. *School build community resiliency* will support and enable local activity by making existing good practice available to others who are interested, and removing the obstacles and exposing the myths that can prevent communities from taking local action.

7.4 The Refined 3rd Version of the Conceptual Framework

As discussed in Chapters 5 and 6 in continuation from the analysis of the interviews in this chapter, from the substantive results from the list of codes and sub codes derived from the case study findings, the researcher has identified and interpreted the findings into ten (10) factors before they are refined down into two (2) factor clusters. Taking a holistic view after the discussions, opinions from the respondents and cross reference from the literature review, it is crucial to see the key findings (the factor clusters) from a different perspective and constructive. In actual fact, the key findings in this chapter shared the key findings in Chapter 6. Only through deep axial and then selective coding, and back and forth analysis process that the story line continues to find the exact interpretation for the conceptual framework being developed. This will meet the objective of the research which is to enhance the refined conceptual framework from Chapters 5 and 6.

Therefore, the following Table 7.1 narrates the refined results after taking into consideration the respondents' views on related issues as discussed in Sections 7.2 and 7.3 of this chapter and also cross references from the literature review in Chapters 2 and 3.

Table 7.1: The Refined Results from Case Study 2

Key Findings (Emergent Core Categories)	Core results	Results refined
Communal Facilities	<p>The findings include <i>open to all, positive potential, positive social effects, commune mentality and substitute facilities</i>.</p> <p>Not all schools are beyond the characteristics of a building. However it should still remain as a part of the community facility in the same vicinity. Doesn't</p>	<p>It is significant to understand the benefit of Communal Facilities by the local communities. However, certain expenses need to be imposed just to show the responsibilities involved within the relationship. The Communal Facilities has been with them in their life and the surrounding environment where they lived. The locals should know the difference between Communal Facilities with the public facilities that are <i>open to all</i>; whether residents of the surrounding neighbourhood or not.</p>

	matter what type of school the community has in the neighbourhood today.	
Social Connectedness	<p>The findings include <i>community resiliency, positive potential, local behaviour and attitude, readiness for changes and willingness to negotiate continuously</i>.</p> <p>The discussion on the category brings the understanding which indicates that when possible opportunities come, the schools may be reluctant to open their facilities to the community.</p> <p>The school often has an assumption that the majority of the local population in the area are not interested in integration. This creates an issue.</p>	<p>The school in this research is represented by an organisation normally structured and formed as top down approach. A head teacher or school principal is the most senior teacher, leader and manager of a school. Some schools may have a school Governing Body to provide strategic management, and to act as a "critical friend", supporting the work of the head teacher and other staff.</p> <p>The Social Connectedness should help the community to understand the reasons the school is reluctant to let certain members of the community to use their facilities, it was not all easy. However it is significant to evaluate these things because the main focus is not about studying a building but instead studying the organisation as part of the community.</p> <p>The community has to be given a chance to look at particular facilities like schools on the development of Sustainable Community.</p>

Through overall discussions throughout this chapter from a real school case study scenario in Malaysia, the researcher deduced that two (2) key points or the emergent categories derived from the case study analysis are suggested to be used as supportive strategies to address the key issues explained in Chapter 5 and Chapter 6. Figure 7.3 shows the strategies that needed to be incorporated into the local communities' perceptions to improve the effectiveness and value of the role of schools as a community hub. The final stages of selective coding analysis also concludes that the key strategies must mainly start from the local communities themselves which consist of the integration work of diverse ethnic groups who live in the surrounding of the school. Therefore, the feelings of the communities are significant with the understanding of their social environment that will eventually affect their level of well-being.

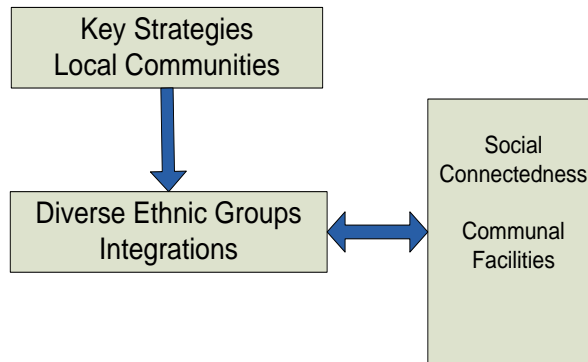


Figure 7.3: Two Emergent Core Categories as Supporting Strategies To Address Key Issues

The enhanced third version of the conceptual framework includes the key findings from this chapter (Figure 7.4). Through another real school case study scenario in Malaysia, improvement and rectification of the framework will be enhanced and refined before the final output from this study could be realised.

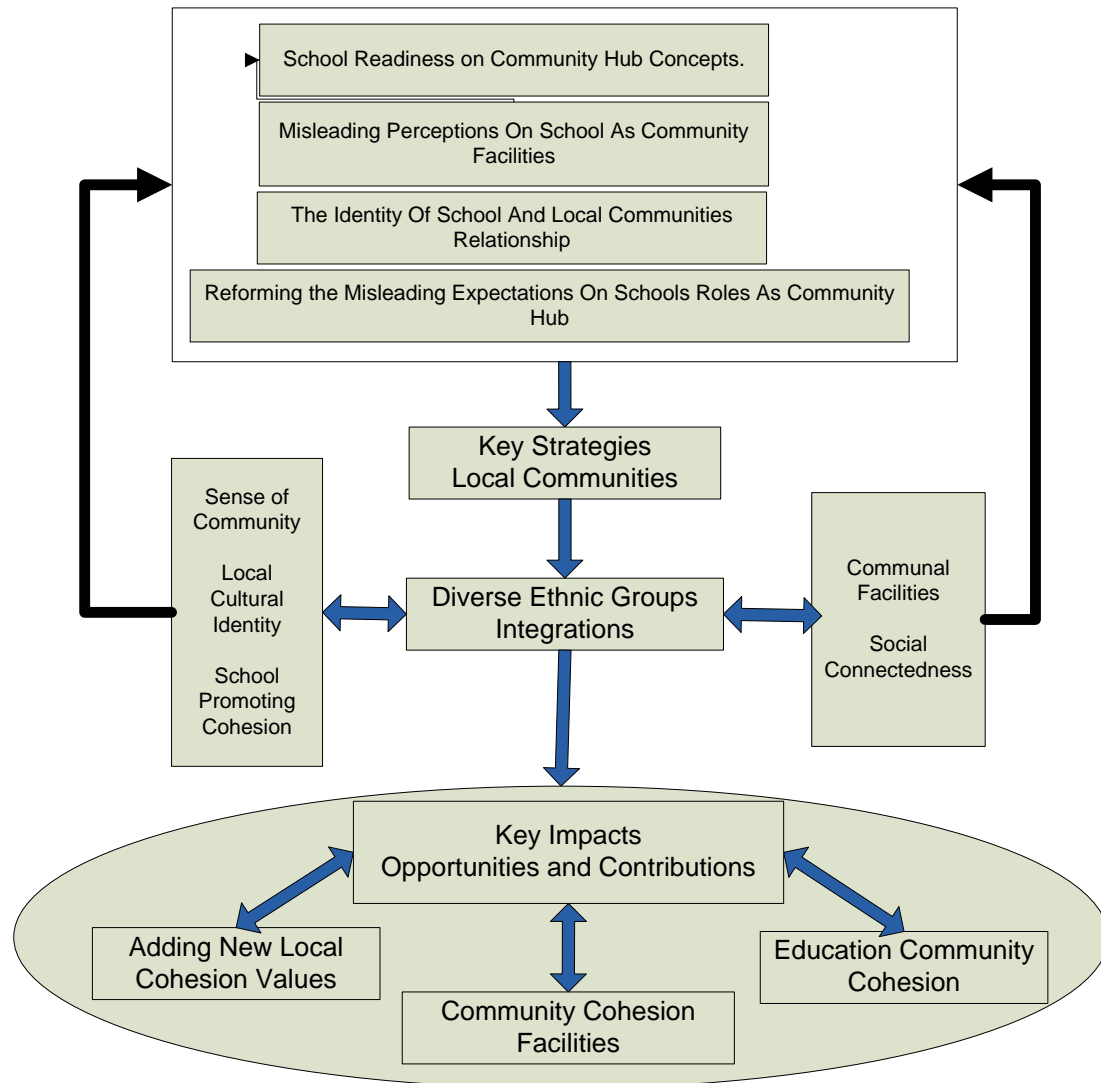


Figure 7.4: The Refined Third Version of the Conceptual Framework

7.7. Summary

The aim of this research is to develop a conceptual framework that will guide local communities and authorities to be able to leverage schools to be used as a community hub in order to promote community cohesion for Sustainable Communities vision.

With the analysis and key findings from the interview data, this chapter enhances the second conceptual framework through a real school case study scenario in Malaysia to improve the effectiveness and values of school as a community hub.

CHAPTER 8: THE FINAL CONCEPTUAL FRAMEWORK

8.0 Introduction

Chapter 8 aims to present a comprehensive discussion of the overall analysis in the last area of investigation which continued from Chapters 5, 6 and 7 in order to validate and finally produce the fully refined conceptual framework of this research. The framework will then be proposed as a guide on how schools can be used as a community hub to promote community cohesion.

This was done by presenting the final output of the list of core categories from the last ten (10) interviews for a new conceptual framework in the role of schools as a community hub for promoting community cohesion in local setting. Literally, this Chapter 8 is a continuation from Chapter 7, which is linked together in providing the basis to present the findings in an empirical way. This chapter is a vital component in showing the validity and reliability of the findings, as it follows the suitable research method (see Grounded theory approach) which was thoroughly discussed in Chapter 4. Nevertheless, having this chapter to elaborate the new findings is crucial to present the final findings in developing the conceptual framework. The development of the conceptual framework that is sought was looked at from different aspects to ensure the applicability of the framework, regardless of the differences in key issues, strategies and impact. The findings in this chapter proved the parallel direction of the development of the conceptual framework (see Section 4.5, Chapter 4). This new conceptual framework is expected to offer guidance on how to plan a strategic priority on the school's role as a community hub facility can bring the impact in promoting community cohesion (see

discussion in Chapter 2). Therefore this chapter aims to present a comprehensive discussion of the findings in order to enhance and refine the final version of the conceptual framework from Chapter 7.

The explanatory stage of analysis and findings from this last area of investigations are presented through a series of expert interviews, in order to fill the gaps from the initial findings of the case study result.

The objectives of this research therefore, is to see what a school can do on positive community development that bring out a great number of social implications. The overall contribution of the school somehow is aligned with the agendas of sustainable communities in recent years. However, reconsidering school facilities, the location and school purposes are very significant in meeting the local community development needs. The main research question in this study is how a school in a prime position can become a centre for the community to be proud of and promote community cohesion apart from its mainstream education tasks.

8.1 Expert Opinions

This study is designed to explore the roles of a school as a community hub, and to bring more understandings for local communities to accept and relate it as a place to promote community cohesion. It focuses on the extent that local communities have to give more respect to the relationship between their own nature and the community facilities available. Lessons can be learned from this and so is its contribution to the body of knowledge and to the practice in practical.

After all themes or categories to develop the conceptual framework process were finalised from the interviews (see Chapters 6 and 7), the researcher seeks a series of expert interviews on the final idea to identify a list of factors which become the gaps occurring from the case studies. Accordingly, the gaps will be revealed from the case studies findings when on some issues, the expert opinions may show some opportunities, weaknesses and contradicting statements with the finalised findings (Bryant, 2009). In particular, by getting expert opinions, insights to finalise evidence on community strategies need to be further clarified and refined in finalising the development of the new conceptual framework in this chapter. Hence, expert opinion is a way of clarifying the validity of the conceptual framework that has been developed and explained in the previous chapter (Auerbach and Silverstein, 2003).

By using the same research protocol developed (see Chapter 4), ten expert interviews were carried out to identify and obtaining further expert views on key strategies or significant adding factors needed for the framework in this study. Four respondents are from people who have closed connections with local community schools in England setting, whilst another four respondents are people who have created and organised community joint programmes with national schools in Malaysia setting. These respondents who backgrounds are highly knowledgeable about school developments with its social objectives, local community's activities, stakeholder organisations and general school management. Another two respondents are representatives from each local authority in both case studies respectively.

8.1.1. Scope of Interviews

The scope of the interviews is similar to what was done earlier for both case studies in this research. Only this time, the questions were from the research problems subsequently derived from the anticipated questions that have been used and explained in both case studies.

The scope of the interviews has a controlled aspect of the local communities' experience and after their long observation on living together in the same neighbourhood with their local schools. The data from the interviews were analysed with open coding process and then axial coding to select the attributes or categories as findings to fill in the gaps in developing the emergent cores or themes in enhancing the second version of the conceptual framework in this study (Gorra and Kornilaki, 2010).

The researcher took notes relating to important points and impressions from the interviewees, only when they emphasised on the community's relationship, their experience with school services in term of community cohesion and their knowledge of school as a community hub. Appendix H shows the sample of notes taken during the interview sessions in Case Study 2.

8.1.2. Rich Picture Diagram- Analysis of the Expert Interviews

The importance of identifying the right key strategies to seek the extended roles of schools as a community hub was highlighted by the respondents. This helped to further explore and identify the opportunities and contributions of the new conceptual framework. As most common schools are currently located in the people's neighbourhood and become the heart of the locality, people who had experience engaging with the school and the community could be appropriate respondents in the phenomena being investigated.

Emerging from the interview findings, the identification of respondents involved in the school and community relationship for the role as a community hub that is sought would come from the same selected groups from each of the case studies. Although each of them is within the same locality as the other respondents, these selected groups are distinct.

Conceptually there are a great number of positive social effects that a school can have on its wider community, namely parents and school relationships. Unlike community cohesion, the effects of using schools as a community hub facility is not clear enough among local community members (as discussed in Chapter 5). It has been suggested by some that schools, by location and purpose, are in a prime position to contribute to cohesion, and this research investigates the extent to which this is true in the context of promoting community cohesion beyond its normal scope and boundaries. Thus this research examines and understands local peoples' perceptions with both traditional and contemporary roles of schools as their community hub in terms of exploring its impact on promoting cohesion.

The first group represents the school sector that is currently the school facilities operations and holds the ownership of the assets. The second group represents the whole communities, as the council members are chosen by the community to take care of their interests and better knowledge of what the community needs. This chapter will only try to focus on decision making/top management level in order to gain an insight or understanding until the new framework will be developed.

As a result of the expert interview findings, the researcher found that it is important to show the gap situation of the analysis with rich picture diagram based on the cross literature review findings, as compared to the local communities' requirements to engage and participate in fulfilling the role of school as a community hub. Later, those requirements could be matched in order to seek the enablers for a new conceptual framework for applications in the guidance of the school's roles as a community hub.

Accordingly, Figure 8.1 is a rich picture diagram that needs to understand the outcome of the last area of the investigation for the new conceptual framework which could then be developed. It was believed that the environment of good school facilities influences the perception of people who wants to be cohesive. This research study learned from the data that immediate physical surroundings shape the characters and behaviour of the communities. The management work of school facilities therefore becomes as important as

what has been taught inside them, and the challenge for community based facility planners becomes finding the design solution best suited to enhancing people's relationship within a diverse group of communities (Zainal et al., 2010).

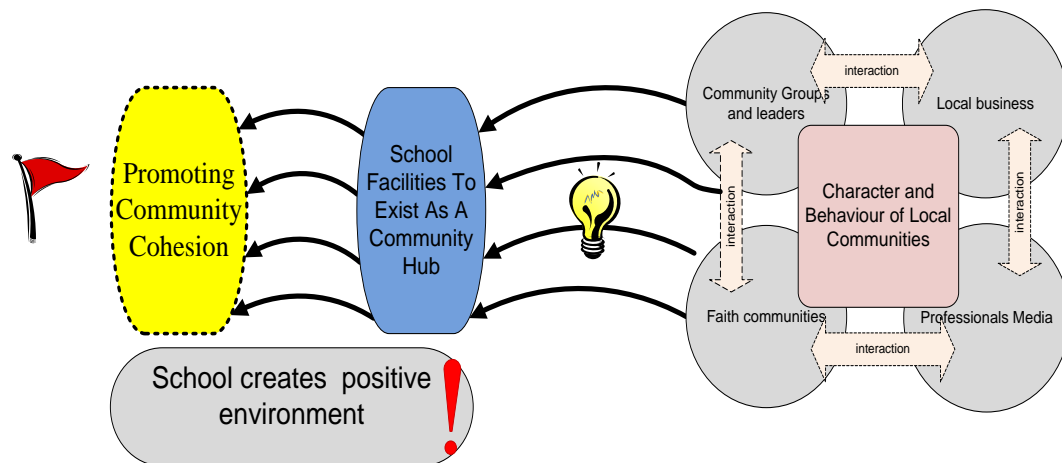


Figure 8.1: The Rich Picture Diagram shows the Good Environment of Schools Facilities Influences Community's Perception on Promoting Community Cohesion

8.2. Emergent Core Category 1: Leading Stakeholders

The categories or factors representing this emergent core category are; *tough decision maker*, *selective behaviour*, *having varied interest*, *voluntary position*, *focus on cohesive dimension* and *middle position*.

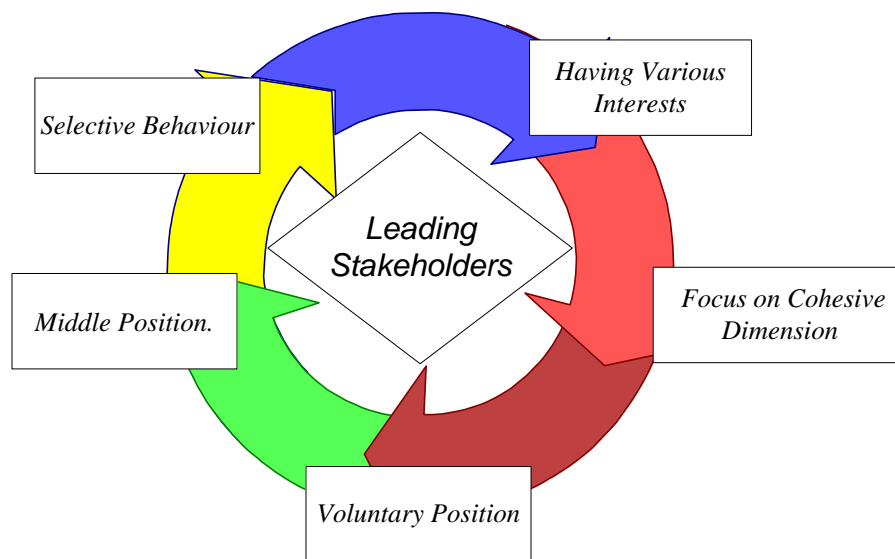


Figure 8.2: The First Emergent Core Category from Expert Opinion

The stakeholders who are directly involved in the community cohesion process can normally be found located within an inactive community neighbourhood zone. It is recommended that these stakeholders are the local people who live and work in a diverse ethnic neighbourhood. There are many factors that can influence people of a neighbourhood to use schools less as a community hub and active in cohesion with each other. One of these factors is the *various kind of behaviour* of the local communities and the people from school. As the leading stakeholders, these *must be selectively* tackled in the right manner.

From the analysis, the researcher found that there are two different ways understanding of what the stakeholders are about and these are; first the stakeholder includes those groups who are vital to the survival and success of the purpose. The second includes any group or individual who can affect or is affected by the purpose. However, some of the meanings are completely different to one and another. Stakeholders can include investors or the government. Some regards stakeholders in terms of the interaction that takes place between them.

“..we understand that all school must provide a certain range of public contributions to the local they serves. However we thought the school need to be controlled by those who lives and work within our diverse ethnics area. One of the leading stakeholders perhaps?...”

Findings from the respondent's interviews also include experts' opinions on the effectiveness of schools as a community hub. However, schools would still need resourcing and collaboration with other agencies and required to be accessible to the wider community especially for ethnic communities. This is the essential factor to be considered in *focusing the cohesive dimension* as the key strategies by the leading stakeholders in applying the local community's engagement and participation level for the school's role as a community hub to promote community cohesion.

"Depends on how significant the cost is. Resourcing and collaboration with other agencies required some cost. That's why it is time they shouldn't be expected to be paid for the services to do with their community cohesion activities. It is in the interests of the stakeholders not to abuse their generosity, in the long term their time is an extremely valuable resource. Focusing the cohesion – they mustn't be taken for granted. But then most people will have the same reason for the cause and at the end ..people'll be happy to 'pay back' and get engage for without claiming anything."

The concept of leading stakeholders can involve its *voluntary position* in the strategic planning system for the school's role as a community hub. Thus, when the systems view an organisation and its stakeholders participating together for the future of the local community's integration, the impact of all parts of the system needs to be taken into account. *Voluntary position* can be seen as one part of the system and the exclusion of *voluntary position* might be harmful to the integration of local communities. The needs and impacts of all the parts need to be taken into account.

"It is a school for center context. Volunteer work means to provide resourcing assistance to others by giving your time, man power, expertise and knowledge at no cost. Volunteering is about making a meaningful difference to a particular cause, or an organisation or a person...Unfortunately there are a lot of changes for many reasons, partly because of the legislation, partly the fact that to have school which is completely an open access by not possible"

Whoever that is going to be the *leading stakeholder* has to be aware of which scope that needs to be applied between the stakeholders and the community relation. This relationship should recognise the responsibility of all kinds of people as citizens of the community, and also that the role from the relationships shall be more than charity or philanthropy.

“..If this job is going to be about the relationship, they still have to recognise everybody in this areas regardless from where they come..I can say that he also need to be more .. in some ways.... making it more than the concept of voluntary or charity work..and what not?”

A strategic priority can be formed within the relationship of *having various interests* by the school as a community hub to promote community cohesion. The form that this strategy should take is to identify a number of common themes for the role of schools as a community hub, through community initiatives that have benefited the school organisation and the community. These common themes can be as follows:

- building partnerships and understanding in the local community;
- earning a license to operate;
- developing community skills and opportunities;
- giving back to the community.

With these themes, the developed conceptual framework can be expected to assist the local schools’ stakeholders as guidance in reaching a mutual agreement with regards to how schools can be used as a community hub to promote community cohesion.

“Making our school as a hub open for this people. I guess you don’t do it to be appreciated, but it is good to know that our effort is acknowledged and appreciated. You need to know you actually did something.”

8.3 Emergent Core Category 2: the Community-based Facilities Management

The categories or factors representing this emergent core category are; *stakeholders and community working together, delivered quality community services, long lasting quality of life and maintained an enabling environment.*

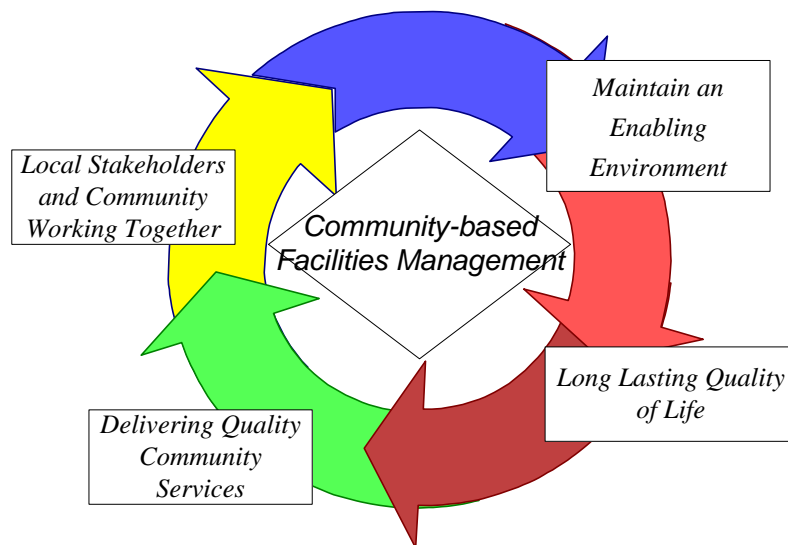


Figure 8.3: The Second Emergent Core Category from Expert Opinion

Community based facilities management is *the processes by which all the stakeholders in a community work together, to plan, deliver and maintain an enabling environment, within which the local economy can prosper, quality services can be delivered and natural resources protected, in order that citizens can enjoy a quality of life* (Alexander, 2006 p 264)

The analysis for this chapter considered this core category and indicates the approach of community based facilities management as the main concept of what local communities should understand about the extended school services and at the same time optimising the use of available facilities provided within to promote community cohesion.

“How its work is only based on the core understanding of local community relationship with the school stakeholders if we can choose to have a community hub or not. However there are often required to submit lengthy documentation to the use the facility. ... someone who may have missed appointments, coordinating community-based facility, doing some messaging and address data management tools to the needs..”

“We would like to thank the people from the school facilities management unit ... After nearly two decades, schools facilities have evolved beyond the original purposes ... But how should our communities want to approach the existing facilities so that they can use them for

themselves in future the approach is better based on community demand..Our strategy ... short- and long-term plans, should be decided by the local.

As explained in Chapter 2 and Chapter 3 of this research, it is recommended that schools be encouraged to develop focal points for the delivery of a range of different services and to open their doors to the community during out-of-school hours (i.e. before and after school, on weekends and during school holidays). Alongside this, the facilities or services on offer should be carefully designed with the needs of the community in mind, thus including not just the provision of education, sport and/or arts activities, or public services such as health and social services, but possibly more innovative community services such as legal or benefits advice, banking or even post offices. The respondents however perceived this effectiveness as something that could be beneficial at the beginning of the process but after a certain amount of time, the progress and the community interest to prolong the benefit of having the school as a community hub can be a failure.

“This is the challenges that should be we worried about. When I asked some people, especially who lives in this area, most of their responds is not really very convincing.”
“Schools as community hubs are a good idea – but are not the single solution for ‘fixing the problem”

On the idea that schools are to be the community hub organisations, the respondents have recommended that the focus is changed from the nature of provision in schools to the quality of life that can be continuously enjoyed together between schools and their wider context.

“Schools have infrastructure that can be better utilised to support community needs – halls and facilities. They can play a role in helping ethnic community groups to retain their language and culture”

These research findings also suggest that the practitioner of community-based facilities management for school need to move away from their conventional thinking of supporting the organisational objectives towards more community-based objectives in the process of designing and putting into practice the role of schools as a community hub.

“Some families / parents require additional support, as they are not necessarily able to help their children. For most families from ethnic communities, ‘deprivation’ may not be a primary factor but the language barrier and isolation does not allow them to integrate.”

Community-based facilities management is a socially inclusive approach to facilities management. This will hopefully create and maintain *an enabling environment* that puts everyone at the centre of community to thinking. A better understanding of the social value of community facilities is needed and whoever is responsible of running a school as a community hub facilities will be required to align the facilities management objectives to the positive social outcomes that they seek to achieve, for example:.

1. *Community identity - People with a sense of belonging.*
2. *Respect - People who understand the difference between people’s public and private personas (expressed through such qualities as politeness, courtesy and social responsibility).*
3. *Public and civic life - People who are involved in networks, events, rituals, celebrations, culture and entertainment.*
4. *Socialability - People who interact with one another.*
5. *Understanding - People who understand and welcome the social conventions and values of others.*
6. *Friendliness - People whose social networks are open, inclusive and ever-changing.*
7. *Tolerance - People who welcome the differences in other people, both in individuals and groups*

(Alexander, 2006 pg 256)

The understanding of the role of schools as a community hub should be extended beyond the impact on individual organisations and buildings, to recognise the full contribution that facilities make to all kinds of communities.

8.4 The Refined Final Version of the Conceptual Framework

As discussed in Chapters 5 , 6 and 7 in continuation of the analysis of the interviews in this chapter, the substantive results from the list of major codes and sub codes derived from the case study findings, the researcher has identified and interpreted the findings into ten (10) factors before they are polished down into two (2) factor clusters. Taking a holistic view after the discussions, opinions of the respondents and cross reference from the literature review, it is important to determine the key findings (the factor clusters) from a different perspective and constructive. In actual fact, the key findings in this chapter shared the key findings in the Chapter 6. Only through deep axial and then selective coding as well as back and forth

analysis process that the storyline continues to determine the exact interpretation for the conceptual framework being developed. This will meet the research objective which is to enhance the refined conceptual framework from the previous Chapters 5, 6 and 7.

Therefore, the following Table 8.1 narrates the refined results after taking into consideration the experts' views on related subjects as discussed in Sections 8.2 and 8.3 of this chapter and also cross references from the literature review in Chapters 2 and 3.

Table 8.1: The Refined Results from Expert Opinion

Key Findings (Emergent Core Categories)	Core results	Results refined
Leading Stakeholders	<p>The findings include <i>tough decision maker, selective behaviour, having varies interest, voluntary position, focus on cohesive dimension and middle position</i></p> <p>The leading stakeholders must be capable of changing the mentality of the locals on this concept and must be relatively accepted by the school organisation to act as a service provider.</p> <p>The leading stakeholders must be from those whose everyday lives and well-being are directly connected to the neighbourhood, interested in the school as a community resource for people, its users, its use, or its non-use.</p>	<p>The expert opinion in this research exemplifies the nature of local community's relationship with the schools which are always creating gaps between them.</p> <p>Those who are going to be the leading stakeholders require essential skills to handle the key community issues on the role of schools as a community hub, and they should be invited to participate because their everyday lives may be impacted.</p> <p>Therefore the leading stakeholders must be somebody or a group of people who assign values to their local schools and are concerned about the way that schools are used as a community hub. This group includes those who extract value from the school, as well as those more interested in conserving or protecting the community hub.</p> <p>This group should be invited to participate in educating the meaning of community cohesion because of the sheer interest of the roles of schools as a community hub in promoting community cohesion.</p>
Community based Facilities Management	<p>The findings include <i>stakeholders and community working together, delivered quality services, quality of life can be continuously enjoyed together and maintain an enabling environment</i>.</p>	<p>The relationship of facilities to the core business is assumed as the role of Facilities Management (FM), in which the degree and quality of support they provided to achieving key business objectives are recognised as essential</p>

	<p>Community based facilities is the concept addressing the exploration of opportunities for the development of a socially inclusive approach to facilities management.</p> <p>The quality of the school's facilities plays an important part for the quality of learning and social environment. This indicates that when possible opportunities come, the schools use the same facilities and open their facilities to the community for any purpose.</p> <p>The people from the school often made assumptions that the majority of the local population in the area are not interested in the integration process. This creates a lot of issues. The awareness process of community-based facilities management is significant in this study as it would bring down the tense of the community as to be part of their school in terms of community cohesion.</p>	<p>factors in measuring its success</p> <p>Thus, the same relationship should be applied to enhance school-community organisational effectiveness and successfully implement community based activities; Facilities management should aim to provide local communities as end-users with comfortable, effective and quality environment with minimum resources (cost effective and human services).</p> <p>Again a community facility plays a significant role on promoting community cohesion process. A good facility in a school will help the local communities to be more focused on promoting community cohesion process, which thereby results in improving and enabling the environment output.</p> <p>The process and factors of community based facilities management can be utilised by the community for their future and follow up knowledge on the reassessment of their participation for community cohesion development.</p>
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From the overall discussions throughout this chapter from experts' opinions in both case studies, the researcher deduced that two (2) key points or the emergent core categories derived from the analysis the *Leading Stakeholders* and *Community based Community Facilities* are suggested to be used as adding values to the strategies and key impact on outcomes to address the objectives of the framework and the key issues explained in Chapter 5, 6 and 7. Figure 8.3 illustrate the position of the core categories from expert opinions data findings to be finalised in the final version of the conceptual framework.

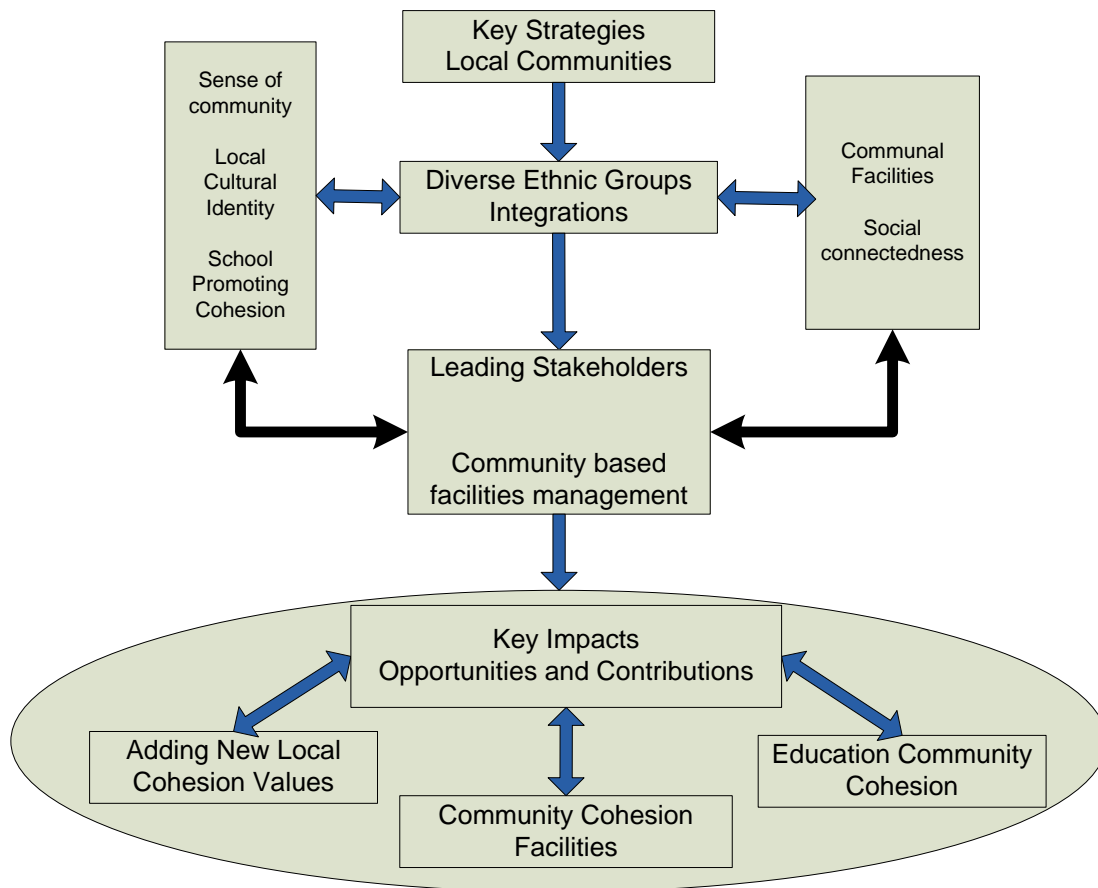


Figure 8.4: Two Emergent Core Categories as Additional Main Strategies To Address Key Issues

The final version of the conceptual framework includes the key findings from this chapter (Figure 8.4). Through the opinion from those people who claimed to be experts in the field for both case studies in this research study, improvement and rectification of the conceptual framework have been enhanced and finalised.

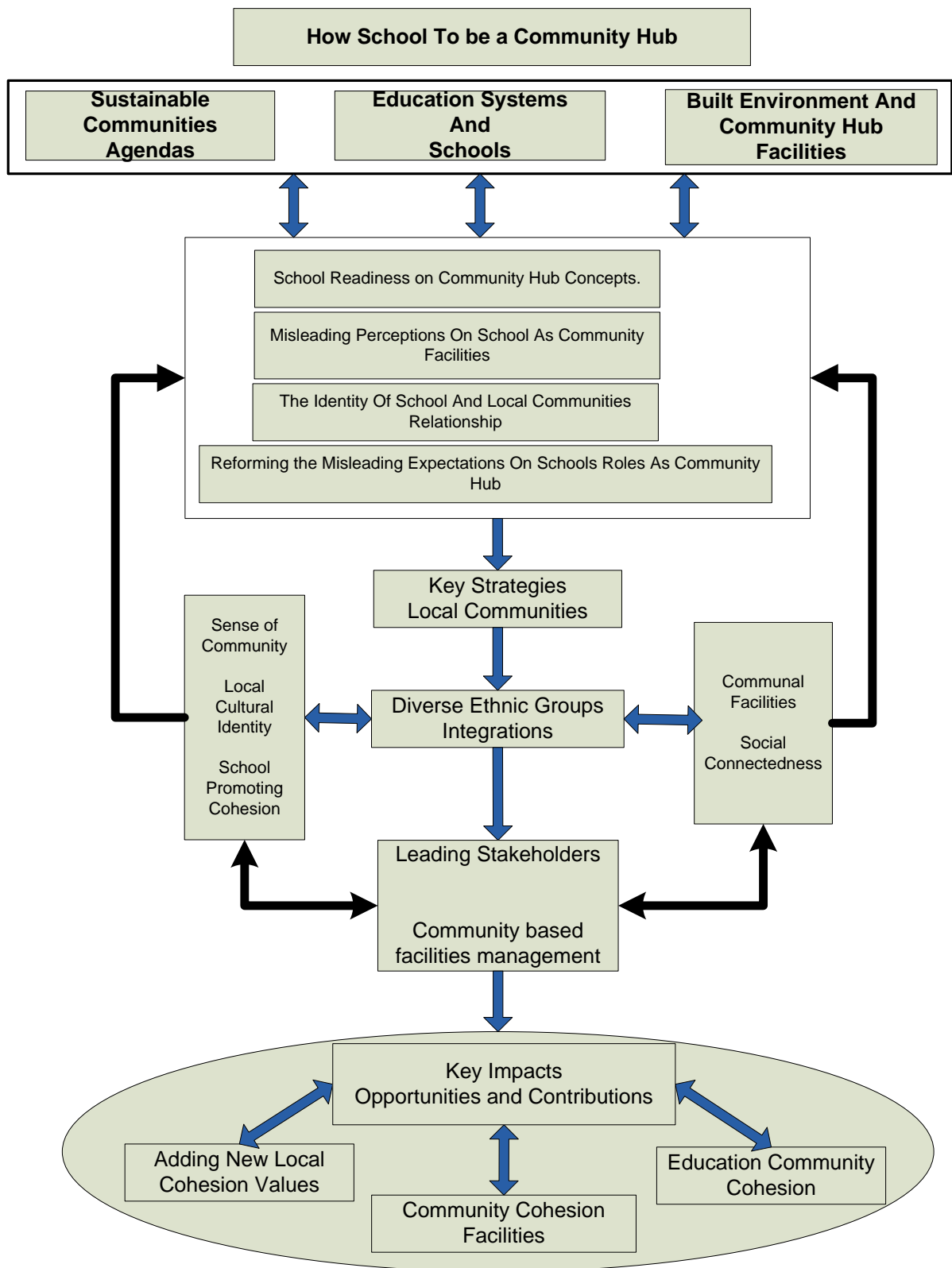


Figure 8.5: The Refined Final Version of the Conceptual Framework

8.5 Summary and Link

In brief, the research findings were presented in this particular chapter to capture the final research output as a means to present it as the final outcome of the new conceptual framework. This helps to bring those findings towards the contribution to the body of knowledge. This chapter is important in order to create a new idea by highlighting the findings in developing a new conceptual framework as a flexible guidance for managing the role of schools as a community hub in promoting community cohesion.

Having said this, the next chapter will be the final thesis chapter. It will synthesise each research objective to achieve the research aims, and summarise the overall research process. Finally, it concludes the whole research, together with the contribution to the body of knowledge and limitations of the study. Recommendations for future work are presented as the final stage of the research process.

CHAPTER 9: THE CONCLUSION AND RECOMMENDATIONS

9.0 Introduction

Chapter 9 aims to draw a conclusion from the overall research findings in this study. The conclusion was drawn by presenting the completion of each research objective towards achieving its aims. A summary of the research process, in stages, is also presented in this chapter.

In order to summarise the findings of the research, a review of the research objectives and their achievement is discussed in detail. Subsequent discussions comprise credibility of the research findings and limitations of the research leading to recommendations for future research to continue and build upon this topic.

9.1 Synthesis on the objectives of the study

This research identifies the significant of schools as community hub by offering a possible role to issues of promoting community cohesion faced by many diverse local communities around the world in general (see Chapter 2 and Chapter 3). Accordingly, the background of this research area and the research problem were identified from a detailed review of the literature on the issue being investigated. The overall aim of this research is to develop a framework that will guide local communities and school authorities to be able to leverage schools to use as a community hub in promoting community cohesion for the vision of sustainable communities.

This research investigates the extent to which this is true in the context of schools beyond the normal scope and boundaries.

Therefore having a series of questions is important to help the researcher accomplish the research objectives towards reaching the aim.

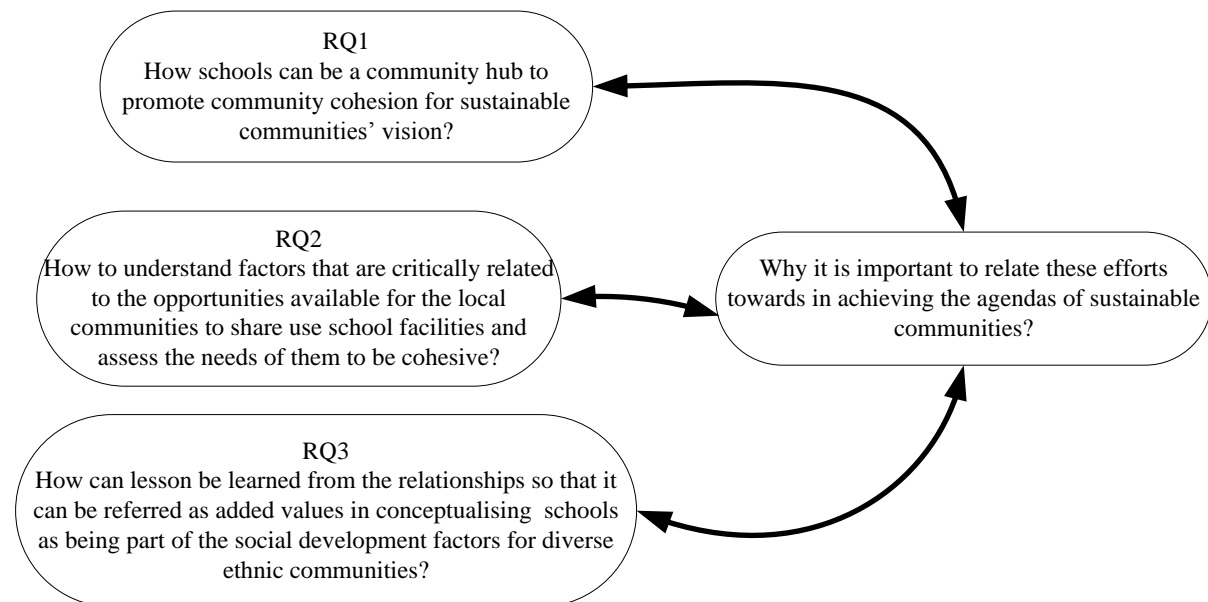


Figure 9.1: Research Questions of the Study

Accordingly, the following section summarises the findings of the research and a review of the research objectives and their achievement is discussed in detail. Subsequent discussions comprise credibility of the research findings and limitations of the research leading to recommendations for future research to continue and build upon this topic.

9.2 Review of Research Objectives

In achieving the main aim of the research, the research objectives have been accomplished through various phases of the research. The research objectives described in Chapter 1 are revisited and presented here for further discussion.

9.2.1 Objective 1: To explore the relationships between local community issues and existing school facilities for possible maximising opportunities for promoting community cohesion.

The literature study plays an important role in providing the background and context of the research. The first objective was to critically review the literature related to underlying

relationships between local communities' issues and maximizing opportunities in terms of promoting community cohesion through existing school facilities. An extensive literature study has been conducted in this research reviewing various aspects as follows:

Sustainable Communities. This part of the review provides a general introduction to the Sustainable Communities. The significance of Sustainable Communities towards creating better places for people in the future has been widely recognised. The recognition comes from a growing body of research that indicates proven points not only to the immediate contribution of effective environmental policies and economic equalities on every township development, but also to longer-term societal benefits. Thus the aim of this aspect is to review strategies on agendas significantly to relate how well people in separate communities get on together for the benefit of all. One of the strategies will be on promoting community cohesion.

General Features of a Community. The community aspect needs to be understood in this research study as it is much related to the role of the built environment facility (school) towards its communities. Therefore, a better understanding of what community means in this context can bring the best interest mainly related to the underlying issues between local communities, which was a group of people who either share an identity and/or their desired living environment. At the same time often has been heard that these people may have great differences between them. Every member of one community can be different in age, background, ethnicity, religion or many other ways, however, in spite of their differences, their commonality can bind them together (Omar, 2004). The official definition of community in this research is about people who share a locality or geographical place which can be seen as where people have something in common, and this shared element was understood geographically. However, at the same time, people who share the same community can be seen as people who like to share a common interest to foster a sense of community by bringing people of common interests to a common living environment, with the implicit understanding that the said common environment is essential to the purpose and functioning of the neighbourhood.

Community Cohesion. This part of the review provides a general discussion on community cohesion. It is provided an insight to the different perspectives on diverse types of communities and what anticipated challenges with opportunities. Community Cohesion may arise if the said communities pursue to be cohesive and integrative with its social structure,

cultural values and the way it governs itself in creating the sense of community. There are governments who are concerned with promoting community cohesion for the benefit of their multi ethnic society, and most policies are designed towards the agendas of Sustainable Communities. Overall, to achieve the ongoing objectives of promoting the same purpose however can be challenging. Some have said that, from nations that are concerned with the balance of socio economic development of societies, promoting community cohesion can be best practiced when there is a lack of provisions to build new buildings and infrastructure for the community. Working on these government policies, local communities should take full advantage of re-utilising community facilities available resources especially in ethnically diverse population areas, has been considered vital.

9.2.2 Objective 2: To identify the factors influencing the roles of communities and the roles of schools to explore the correlation between them from a community cohesion point of view.

The next research objective was to identify potential factors influencing the roles of communities and schools in current correlation from the point of view of community cohesion. It has long been believed that environment influences behaviour of people. This research study learned from the data that immediate physical surroundings shaped the characters and behaviour of the communities. Public and common facilities have normally been designed and later funded and built to influence these needs. The perspective on the role of schools as a community hub can result in a more sustainable school design approach and building a facility better integrated into the fabric of the community.

However there are some familiar perceptions that challenge the role of school towards providing facilities for community cohesion. Firstly schools as community hubs have been perceived as a good idea – however the perception have not always been taken by the school administration as the single solution for ‘fixing the problem’ of local communities issues.

The locals feel the school administration has not appreciated this sense as much as they thought. This is because the school’s efforts to work directly with the locals have always been wrongly interpreted as something suspicious. This is because the school’s experiences on efforts to work directly with the locals have always been wrongly interpreted suspiciously. In addition, policies of local education authorities on managing schools bring new requirements that cause the school to distance its relationship with the community. The sense

of community is very hard to be appreciated unless the school has initiatives to have open policies and let the locals understand how they can provide something that benefits the locals. The data was collected and analysed from in-depth interviews with local communities from two diverse neighbourhoods in one of the multiracial counties in the United Kingdom and Malaysia. The local communities' real experiences of the role of their local schools in producing benefits of achieving community cohesion have brought a different kind of perspective for this research. However, the crucial point on the issue is the *schools' openness* to the locals. It means to let everybody in the local community engage with any work to improve the relationship between the school and community. How they feel about the existence of the school in their neighbourhood has always been personal to them.

9.2.3 Objective 3: To specify a conceptual framework of how schools can be used as a community hub to promote community cohesion.

By using the visions of understanding in evaluating the key issues and factors from relevant information from the literature, checklists of relevant items were incorporated into the initial conceptual frameworks of how the role of school facilities can become as a community hub. These frameworks were developed to enable easier assessment of key issues, the strategies and its effectiveness as criteria that need to be addressed.

The fulfilment of this objective involved viewing the rules of valuing key strategies provided in the forms of three visions and the associated key issues from the local communities' point of view. Rich Picture Diagram was drawn to highlight significant relationships that formed between schools and the surrounding communities (see Figure 6.1). These relationships are both formal and informal and consist of inter-related activities and gaps. As in the vision to investigate the role of schools as a community hub, the research has discretely focused on the significant relationship, namely on the impact of schools and local communities in promoting community cohesion. Although the school as a community hub has a great number of variations in different communities, the initial conceptual framework was designed to guide further the investigation in seeking the factors that enhanced the relationships between the local communities and the roles of school as a community hub in promoting community cohesion (see Figure 5.1).

9.2.4 Objective 4: Enhance the conceptual framework through a real school case study scenario in the UK to improve its effectiveness and value.

The next objective was to enhance the conceptual framework from Chapter 5 by conducting an investigation through a case study scenario in the UK. By enhancing the framework, the substantive factors to be considered in improving the strategies to deal with the key issues are identified. The process of the grounded theory approach has been used in this research study (see Figure 4.8). The approach made the researcher begin with the background understanding of the local challenges and issues in the perception of the role of the school to promote community cohesion. Later, in-depth and semi structured interviews were conducted with representatives from various local ethnic groups from the case study. Although snowballing technique helps to identify potential respondents, certain criteria were still needed to be closely considered before going on to the next interview. A constant comparison procedure for data coding analysis was used until no more new data came from the latest interview.

This study has learned that by enhancing the utilisation of school facilities and at least partial integration of services in school through a broader community use produces powerful synergies affecting the role of the local school as a community hub. The availability of school facilities is then required and the challenge as community facility planners becomes trying to find the design solution best suited to enhancing people's relationship within a diverse group of communities (Zainal et al., 2010).

9.2.5 Objective 5: Enhance and refine the framework further through another real school case study scenario in Malaysia for further improvement and rectification of the framework.

Having the right factors from the themes or core categories for the development of the second refined conceptual framework, a third enhanced version for further improvement and rectification of the framework was the next objective to be fulfilled. The similar process of the grounded theory approach has been used. Another real school case study scenario in Malaysia was identified.

The fulfilment of this objective involved the knowledge of the local and strategies in strengthening the existing spirit of the "One Malaysia" policy by having schools as a community hub for the future. Data findings from the interviews included how local communities perceived the effectiveness of their local schools as communal facilities and the total understanding of having social connectedness to inspire cohesiveness among them. The two core categories from this case study needed to be incorporated into the local communities' perceptions to improve the effectiveness and value of the role of schools as a community hub.

The final stages of the selective coding analysis also conclude that these key strategies must mainly start from the local communities themselves which consist of the integration work of diverse ethnic groups who live in the surrounding of the school. Therefore, the feelings of the communities are significant to the understanding of their social environment that will eventually affect their level of wellbeing.

9.2.6 Objective 6: Validate and produce the final framework to be proposed as a guidance of how schools can be used as a community hub to promote community cohesion

This final objective was to validate the research questions of this study. Analysis of the data was selectively coded and interpreted from the core categories previously identified when developing and finalising the conceptual framework all along. The framework could then be proposed as a guidance of how the role of schools can be extended as a community hub to promote community cohesion towards sustainable communities. This was done by presenting the final output of the list of core categories by conducting the last remaining interviews with the respondents as representatives from the school, the head teachers and local community authorities as the practitioners/experts in local settings. This stage is for the final component of the conceptual framework, specified and developed from the earlier research questions of this study. Therefore, having this objective is to elaborate and to show the validity and reliability of the finalised conceptual framework.

The development of the conceptual framework that is sought was looked at from different aspects to ensure the applicability of the framework, regardless of the differences in key issues, strategies and impact. This new conceptual framework is expected to offer a better way of looking at schools as a community hub facility operated in a flexible way (see discussion in Chapter 2)

9.3 The Summary of the Research Findings

The study is designed to explore the roles of schools as a community hub for the local community and its impact on promoting community cohesion. The research findings are divided into three main areas of investigations. These areas form part of the framework developed in this study for identifying the refined key factors that need to be acquired to improve the key strategies of the key issues brought by different perspectives involved in the visions and process of the roles of schools as a community hub and its impact on promoting community cohesion.

As this research study deployed an inductive research approach in order to generate data to build a new concept, the leading research questions (section 1.4, Chapter 1) have been incorporated with the research objectives and associated with the research aim which is to develop a framework that will guide local communities and school authorities to be able to leverage schools to be used as a community hub in order to promote community cohesion for sustainable communities. This is important in order to be flexible in bringing the framework into practice and to see if it would be suitable with certain conditions and environments before it can be used to develop any particular social development purposes.

The research findings for this study are mainly divided into three areas of investigations, namely: the visions of schools as a community hub, the key issues and key strategies in the process, and identifying the impacts on contribution and opportunities; are interrelated, and led this study to answer research questions. Details in descriptions for these three areas of investigations are presented in Chapter 5. Details for these research findings are found in Chapter 5, Chapter 6, Chapter 7 and Chapter 8 under discussion on the area of the investigation and research questions of this study. The summary of the research findings is illustrated in Table 9.1;

Table 9.1: Summary of Research Findings (Source: Case Study)

THE ROLE OF SCHOOL AS A COMMUNITY HUB IN PROMOTING COMMUNITY COHESION				
AREA OF INVESTIGATION	FINDINGS			
VISIONS OF SCHOOLS AS A COMMUNITY HUB	The Sustainable Communities Agendas		The Education Systems and Schools	The Built Environment and Community Facilities
KEY ISSUES OF HAVING SCHOOLS AS A COMMUNITY HUB	FINDINGS			
	KEY STRATEGIES	Understand School Promoting Cohesion	Focus on One Local Cultural Identity	Improve the Sense of Community
		Bringing Back the Idea of Using Communal Facilities	The Pride of Social Connectedness	
KEY IMPACTS, OPPORTUNITIES AND CONTRIBUTIONS	FINDINGS			
	Adding Values of Local Cohesion		Schools as Community Cohesion Facilities	Opportunity to Educate and Learn the Level of Community Cohesion
	Identify the Right Stakeholders as Leaders		Contribution to Community Based Management	

9.3.1 Area of Investigation: Visions of Schools as a Community Hub

Research findings from this area of investigation acknowledge the visions of the school's role as a community hub in promoting community cohesion, and the bases in order to extend the role of schools as a community hub in the local communities' context. Different visions determined different roles of schools as a community hub in promoting community cohesion. This situation has led this study to identify the key issues that are significantly related to each of the visions and also which are the key issues that need to be addressed the most. These visions are the *Sustainable Communities Agendas*, the *Education Systems and Schools* and the *Built Environment and Community Hub Facilities*.

9.3.2 Area of Investigation: Key Issues of School as a Community Hub

Research findings of this area of investigation acknowledged the significance of key issues identified from the visions in the first area of the investigation. These key issues then become the factors that make necessary the participation of the local communities in order to enable schools to function as a community hub in promoting community cohesion. The derived themes of the findings were from the two case studies areas identified in the United Kingdom and Malaysia. This would then be significant to the key strategies of the key issues related to the understanding of fulfilling the three visions earlier. The findings are significant to refine the final stage of the framework and this will continue to be expected as the opportunities and contributions of schools as a community hub for the local communities.

9.3.3 Area of Investigation: Key Opportunities and Contribution of the School as a Community Hub

Research findings from this area of investigation further acknowledge the opportunities and contributions of the role of schools as a community hub in promoting community cohesion to the local communities. The key opportunities and contribution of schools as a community hub were identified earlier in designing the conceptual framework which was explained in Chapter 5, and the research findings demonstrate that there are different people who claimed to be the stakeholders involved and engaged in the outcomes of this stage. The process, the roles and the tasks of these different stakeholders must be clearly defined in advance before the role of schools as a community hub can be performed in promoting community cohesion process. The right people or stakeholders involved, and their different task allocations as identified in both case studies, are significant in determining and justifying the role of schools as a community hub in promoting community cohesion.

Subsequent to identifying the stakeholders for the key opportunities and contributions, the next significant findings is on which management model can be incorporated with the role of schools as a community hub. From the findings, the community-based management model was very close to the perceived problems of communities' expectation on the school's roles as a community hub and its impact on promoting community cohesion. This management model will be expected to give the schools and the communities opportunities to improve their relationship. So that in this case the future aspect of schools' roles can become more significant to the local communities.

9.4 Research Limitations

The first interest of the researcher was to focus on the advantage roles of schools and the utilisation of its facilities as a community hub, however during initial stage of the research process; the researcher focus was lean more to the grounds of community cohesion issues than from what people experienced with their local schools and its relationships. Thus this has been more significant to begin with.

The intention of this section is to briefly outline what the researcher sees as the methodological limitations of this study. The first of these limitations is the issue of interviewer and interviewee bias and the second limitation deals with the sampling strategy and it is more closely related to theoretical saturation. (Reynolds and Gutman, 1988).

It's noted that the intention of grounded theory is not to achieve statistical representation within the community groups interviewed. Rather, the intention is to remain open and flexible in sampling in order to facilitate exploration of the phenomenon under investigation (Coyne, 1997). Grounded theory uses non-probability sampling. In order for concepts and categories to emerge during the data analysis, the need for sampling of specific data sources continues until each category is saturated. Therefore, at the beginning of the study, there are no limits set on the number of the participants, interviewees or data sources. The researcher continues selecting interviewees until they are saying nothing new about the concepts being explored (Cutcliffe, 2000). Hence, in the application of a conceptual and theoretical sampling strategy, interviewing ceased within a community group when they were seen to have attained data saturation.

The selection of the case studies was also bringing another issue of limitation for this study. Both countries have the similarities in the education systems, schools environment and its physical structures. The United Kingdom is relatively advanced and most focus in terms of

promoting community cohesion programmes within its education systems. Malaysia's educational system and schools has a way forward similarly, however, was not well established in terms of the impact of promoting community cohesion to the local communities within its education systems in the first place. Only in recent years, Malaysia due to its economic capacity and level of cultural tolerance as well as local preference, the work and policies has been structured by the Malaysian government for its schools in order to promote community cohesion within the school environment. Nevertheless the cultural issues and contextual factors need to be taken into consideration by the researcher. For example the total numbers of the interviewees for this study was actually conducted far more than 40 respondents. However due to the different knowledge background, experiences and local culture, the process of collecting and analysis data became difficult to be conducted. Thus the researcher needs to reject a number of samples from the irrelevant interviewees and only taken interviewees that suits with the research aims and objectives.

In addition, due to methodological limitations, at the first level, the researcher examines data in transcripts line by line, and at the second level, the researcher then compares the data back and forth and contrasts them with the information sources from literature review that created categories or clusters. At the third or final level, the researcher moves from data analysis to concept or theory development. Data is collected until no further new information is found. This process is termed saturation and signals the end of data collection. During the analysis process, the data is typically coded with a method that is based on the premise that no one is intuitive enough to read a series of transcripts and immediately see the patterns within them (Lempert, 2007). In order to overcome this limitation, coding method is a procedure for organizing the text of the transcripts, and discovering patterns within that organisational structure (A.Moore, 2011). The coding method as the analysis approach will be able for the researcher to discover patterns that usually cannot be seen from the interview transcriptions.

9.5 Research Contributions

This study has made two main contributions; to knowledge and to the research methodology, which are discussed below;

9.5.1 Contribution to Knowledge

The contribution to the body of knowledge for research could be assessed by the quality of answers to the research objectives and questions (Amarantunga, 2000). In this context, this research aims to develop a conceptual framework by understanding community perspectives on the role of schools as a community hub and its contribution to promoting community

cohesion towards sustainable communities. Looking back at the research problems of this study, the perception and expectation of the local communities are presently based on their experiences and their subjective interpretations of their expectations simply because these expectations are general and open to different interpretations. Moreover the way schools treated the local communities as non contributor to any work on promoting community cohesion has created a gap and this could simply become a reason of the failure of the school's role as a community hub. Available literature only explores the perception and expectations of the local communities, and is mostly from government policies on connecting the relationship with the education systems, schools' formal roles and it facilities.

To bridge this gap, this study offers an option to improve the key strategies of the role of schools as a community hub with the communities by identifying the significant role of the local communities that are necessary for promoting community cohesion effectively.

9.5.2 Contribution to Research Methodology

The research methodology used in this study is grounded theory methodology (GTM). It is an approach that shows its design and process in accessing the community and to show how the research was actually carried out in that context. The findings told the researcher how to address the issues from a research perspective and how to understand their related issues by looking at the specific community.

By looking at the scenario from the ground and investigating the data from input given by various kinds of experiences from most of the selective people, this study potentially explained opportunities in understanding the local community's perspectives on the relationship between the role of their local school as a community hub and their connected social environments issues. Grounded theory approach can further provide understanding of the complex cohesion issues and how to promote it through the school's services to the local and wider communities.

Based on the researcher's experience of the methodological approach adopted in this study and for future improvement, it is suggested that other researchers who want to apply the same approach need to consider the following:

1. Access to the right people for interviews especially the local community's social and ethnic personnel.

2. Methods to work with people of different ethnic background as they need to be appreciated and given more time to communicate and express their views.
3. Methods to stimulate the interest of local communities and focus for the role of schools as community hub to promote community cohesion.

9.5.3 Implication for Practice

This study recognised the role of schools as a community hub in promoting community cohesion. To improve the role of schools as a community hub in promoting community cohesion, the local communities who are from different background and ethnic cultures need to consider holistic key strategies to tackle key issues derived from the local community themselves. These strategies, which are more towards the soft and people-based perception, are additional to the existing strategies of the community cohesion practitioners or stakeholders. The analysis emerging from the grounded theory research clarifies to a considerable extent that the role of local communities needed to be identified earlier before any buildings or places created for the communities. Undoubtedly, the strategies on key issues to be fulfilled the role of schools as a community hub as recognised in this study are very significant. These strategies are going to improve the existing practice of promoting the community cohesion process.

Other implications that can be drawn from this study are that the government, its education systems and the built environment on community facilities need to provide better structured and more accessible community roles guidance. There is also a need to ensure its adoption and application by the local communities to use schools as a community hub in promoting community cohesion process.

9.6 Future Directions of the Research

The following explores and recommends future research of the framework on the role of school as a community hub needed for community cohesion by the local communities who are engaged in the promotion of cohesion process within the surrounding school areas:

9.6.1 Practice Research

The methodological approach in this study can benefit and contribute to the practice research. Firstly, this study can benefit through similar study replications in different areas. However, different communities within the diverse ethnics' area have different cultures, values and beliefs. The proportion of the ethnic population and educational and economic background differ from one community to another. This does apply to both case study areas. What works

for one particular school or one particular area, like in Case Study 1 and 2, does not necessary work for other local community groups. It is suggested that to apply this framework to schools other than schools within the community would require further investigation, as additional research questions will emerge on the suitability of the framework, to other school and groups of people.

Secondly, the methodological approach in this study can be adopted by researchers, or practitioners, in regeneration of similar studies in other initiatives as practised in the United Kingdom.

9.6.2 Developing Additional Guidance for the Role of Schools as a Community Hub

One barrier identified in this study for giving additional values to the role of schools as a community hub in promoting the community cohesion process is a lack of specific guidance for schools if the concept of community hub needs to be applied at any time with the engagement of the communities. Prescriptive guidance is needed to ensure that the full level of community engagement is attained and that local communities, especially from diverse ethnic communities, are effectively engaged. Specific procedures and guidelines need to be outlined in order to get the school to become a community hub and the locals fully engaged in the cohesion process, as well as to ensure the cohesion process meets with the objective of promoting the community cohesion. Development of guidance for schools as a community hub and promoting the community cohesion process can not only make the local communities have a say in it, but also help get them on board and be part of the process. The guidance could also be used by other community facilities close to the local communities and to fully accomplish their role to promote valuable community cohesion towards sustainable communities.

9.7 Overall Conclusion

This research has provided the understanding of local communities' expectations and perceptions in the context of extending the roles of schools as a community hub in order to promote the community cohesion goals in neighbourhoods of diverse ethnic communities that do not have the opportunities to get along with each other. The main conceptual framework is needed to be developed in terms of understanding the significant key strategies in making the role of schools as a community hub a reality that can be achieved. And the objective for this is to promote community cohesion.

Research findings demonstrate that there is a need for the strategies to be acquired in order to realise the role of schools as a community hub. While evidence suggests that the role of local communities is significant for the success of promoting community cohesion, there is not much guidance for extending the role of schools as a community hub during the holidays or after school days for the purpose of promoting community cohesion. Meanwhile, most of the schools are bound by legislative frameworks to engage with local communities in promoting community cohesion process. To improve the impact of promoting community cohesion in less cohesive neighbourhood areas, this study identifies two strategies that are required to attain the full level of local community participations. They focus more on the leading stakeholders and community based facilities management based on community-based skills, rather than conventional thinking of supporting the organisational business objectives and professional skills. This study has made contributions to knowledge, and provided a framework for addressing future research into promoting community cohesion process.

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Appendices

Title: ETHICAL APPROVAL ACKNOWLEDGEMENT

Following in the University of Salford research ethics requirement, the researcher has submitted the ethical approval form to the research governance and ethics committee prior to starting research with human subjects. The form required him to state the research title, the project focus and objectives, research strategy in details approaching the potential participants/individuals, as well as getting participant consent and data protection issues. Finally, he had obtained the ethical approval (RGEC08/078) as below from the University's research ethics panel before undertake the case study in the UK as part of main data collection for his study.

Dear HN Mansor,

I can confirm that based on the information provided, the REP have no objections on ethical grounds and have approved your application RGEC08/078.

Kind regards,

Tim
Tim Clements,
Monitoring Support Assistant
University of Salford
Faraday House
The Crescent
Salford
M5 4WT
0161295 6907

Title: RESEARCH PARTICIPANT CONSENT FORM

Title of Research :	The Role Of School As Community Hub And Its Implications On Promoting Community Cohesion Towards Sustainable Communities
Name Of Researcher:	Hairul N Mansor
Name Of Supervisor:	

I confirm that I have read and understood the information sheet for the above study and what my contributions will be. Accordingly, I agree to take part in the above study and agree to be interviewed. I understand that my participation is voluntary and that I can withdraw from the research at any time without giving any reasons.

Name of the participant :.....

Signature :.....

Date :.....

Name of the researcher :.....

Signature :.....

Date :.....

Researcher

Hairul N Mansor

School of the Built Environment (SoBE)

University of Salford,

Maxwell Building, 3rd Floor,

Salford, M54WT,

United Kingdom

Email: H.N.Mansor@pgr.salford.ac.uk

Tel : +44(0) 7527856375 (UK)

Title: INVITATION LETTER TO THE INTERVIEW PARTICIPANTS

(Name)
(Address)
(Date)

Dear (Last Name),
(Subject)

I am Hairul N Mansor a Phd student in the School of the Built Environment, Research Institute for the Built and Human Environment at Salford University. As part of my PhD thesis, I am conducting research under the supervision of Dr. Monty Sutrisna as my direct supervisor. You are invited to participate in this research.

The purpose of the study is to get evidences on what bring good values from buildings, physically or from its services in the local community perspectives. Therefore the overall aim of this research is to develop a framework that will guide local communities and school authorities to be able to leverage schools to use as a community hub in order to promote community cohesion for sustainable communities vision.

The objectives of this study are:

1. To explore the relationships between local community issues and existing school facilities for possible maximizing opportunities for promoting community cohesion.
2. To identify the factors influencing the roles of communities and the roles of schools to explore the correlations between them from a community cohesion point of view.
3. To specify a conceptual framework of how schools can be used as a community hub to promote community cohesion
4. Enhance the conceptual framework through a real school case study scenario in the United Kingdom to improve its effectiveness and value.
5. Enhance and refine the framework further through another real school case study scenario in Malaysia for further improvement and rectification of the framework
6. Validate and produce the final framework to be proposed as a guidance of how schools can be used as a community hub to promote community cohesion.

The amount of time required for your participation will be 45-60 minutes. There are no known risks associated with this research. However, your participation is crucial for the success of this research effort. As an expression of my gratitude for your participation you will be provided a summary of the study's findings. Please be assured that your response will be held in strictest confidence. Under no circumstances will any result specific to your company or yourself be made available to any individual or organization. Your participation in this research study is completely voluntary. You may withdraw your consent to participate at any time. However, your input is critical to this study.

If you have any questions or concerns about this study, please feel free to contact Mr Hairul N Mansor at University of Salford at 01612955352. If you have any questions or concerns about your right as a research participant, please contact the University of Salford's Research Governance and Ethics Committee at 01612952654

Thanks in advance,

Respectfully requested,
Hairul N Mansor
University of Salford

Title: INFORM CONSENT LETTER

(Prefix, First Name, Last Name)
(Company Name)
(City, County, Postcode)

To

Mr Hairul N Mansor
Research Institute for the Built and Human Environment
University of Salford,
Maxwell Building, 4th Floor,
Salford, M5 4WT,
United Kingdom

Inform Consent Letter

I am hereby is voluntary to participate in a doctorate dissertation research conducted by Mr. Hairul N Mansor from The Research Institute for Build and Human Environment (BuHu), University of Salford. I am fully understood the aims and objectives of the research and my contributions to the research.

Thank you.

Best regards,

Signed

(First Name, Last Name)
(Company Name)

Title: RESEARCH STUDY BRIEF**The Role of School as a Community Hub on Promoting Community Cohesion towards Sustainable Communities****1.0 Reason of the Study**

Recent evidence suggested that the understanding of relevant issues related with Sustainable Community must be cleared that is directly related to aspects of people's daily lives and their fundamental needs, such as educational and job opportunities, health care, affordable housing, clean air and water, and convenient transportation. Despite of having numbers of community facilities and buildings provided by local authorities, the performance of these facilities are normally be measured in terms of its physical factors and the way how its fit for purposes. This research will be expected to get evidences on what bring good values from buildings, physically or from the experiences of local communities and their perspectives.

We would like to invite you to participate in this research conducted by Hairul N Mansor, the researcher from the School of the Built Environment, University of Salford to investigate this issue and offers practical recommendations to the Sustainable Community agendas.

2.0 Research Background

The aim of the research is to develop a conceptual framework that can be used in terms of promoting Community Cohesion with school roles as community hub in addressing local issues to improve social values in Sustainable Communities. The following objectives have been derives:

1. To explore the relationships between local community issues and existing school facilities for possible maximizing opportunities for promoting community cohesion.
2. To identify the factors influencing the roles of communities and the roles of schools to explore the correlations between them from a community cohesion point of view.
3. To specify a conceptual framework of how schools can be used as a community hub to promote community cohesion
4. Enhance the conceptual framework through a real school case study scenario in the United Kingdom to improve its effectiveness and value.
5. Enhance and refine the framework further through another real school case study scenario in Malaysia for further improvement and rectification of the framework
6. Validate and produce the final framework to be proposed as a guidance of how schools can be used as a community hub to promote community cohesion.

3.0 The benefits to the interviewee or participants

If you are found our research result helpful to your organization or community group, we are very pleased to share the following research findings:

The results of this study will be useful to lead on social cohesion outcomes where in improving community facilities like school. People deserve to live in a sustainable environment and if schools can be proved to be its supporting factor, it will further help the cohesion process most achievable.

The result also will be used to create an innovation in bringing the opportunities to improve and making changes of the community facilities operations like schools for sustainable community.

4.0 Your Commitment

The researcher will be conducting interviews and focus group with the following people:

1. *Important people who concerned in the process of making the role of school as community hub which related with social cohesion towards sustainable community. E.g. Head of School and Community Liaisons in Local Area.*

If the participant agrees to continue with the study, a draft interview guideline will be provided to the respondents before the interviews or focus group. It is expected that an interview or a focus group session will last for about 45-60 minutes. If possible, the researcher would like to have access to all documents where appropriate. The researcher also would like the participants to check the validity of the transcript prepared by the researcher. A copy of research findings will be forwarded to the interviewee after all data being analysed by the researcher.

5.0 Confidentiality Issues

- The information collected during the interview and focus groups will be used for the sole purpose of this study. The findings of the study will not be attributed to any specific interviewee.
- The data is strictly confidential and can only be achieved by the researcher and the supervisors. Any usage of data for other than this particular study is subjected for new writing approval from the university.
- The participation in this research study is completely voluntary and the interviewee or the participants for focus group may withdraw the consent to participate at any time during the interview or focus group session.

Thank you for your participation.

6.0 Researcher Information

Hairul N Mansor
School of the Built Environment
University of Salford,
Maxwell Building, 3rd Floor,
Salford, M5 4WT,
United Kingdom
Email: H.N.Mansor@edu.salford.ac.uk

Title: INTERVIEW TRANSCRIPTION**SECTION A: INTERVIEWEE'S BACKGROUND INFORMATION****INTERVIEW GUIDELINE**

This interview is aimed to identify and gain understanding the factors contributed to develop the new conceptual framework, which related to the principle of school in sustainable communities setting. This is particularly aimed at exploring the relationships between local community issues and existing school facilities for possible maximising opportunities for promoting community cohesion in order to help the development of new conceptual framework for the benefit of the Malaysian setting. Hence, interview will concentrate on capturing details and identify the factors influencing the roles of communities and the roles of schools to explore the correlations between them from a community cohesion point of view.

You are free to make any important point(s), as you think appropriate, without limiting to the questions stated here. Thank you for agreeing to participate in this study.

Interview
number :

General Information on the Local Council

Name of the Local Council :

General Information on the Interviewee

Name of interviewee :

Designation :

Job Description :

Years of Employment/Appointment :

Qualification Background :

Date of Interview :

Contact Details :

SECTION B: INTERVIEW GUIDELINES CONTENT

	<i>Guidance Questions – semi structured interviews 1st phase</i>
<i>Q1</i>	<i>How do you know you're already part of your local community? What do you know about being members of your local communities?</i>
<i>Q2</i>	<i>What makes your community to feel accepted living in this area? How do you know your community acceptance with the rest of the communities?</i>
<i>Q3</i>	<i>What do you think about this neighbourhood? How do you see people behaved lately compared to before?</i>
<i>Q4</i>	<i>Who should know better about your community here? Why?</i>

	<i>Guidance Questions – semi structured interviews 2nd phase</i>
<i>Q1</i>	<i>Do you see any kind of relationship happened between your people and their different neighbours? What makes them to have or not to have this relationship? Why this relationships important or not important to your own community?</i>
<i>Q2</i>	<i>How do you interact with them? Any usual place or events? Why do you think you need them (the resources)? Where the closest place could be?</i>
<i>Q3</i>	<i>What do you feel your expectations from your community to maintain or adding something to the existing relationship?</i>
<i>Q4</i>	<i>Who do you think should start first? Who provide resources to keep the relationship? What is the resource?</i>

	<i>Guidance Questions – semi structured interviews – 3rd phase</i>
<i>Q1</i>	<i>What about schools? How do feel if schools allow local communities to interact with different background of people in school compound?</i>
<i>Q2</i>	<i>How do you feel on the schools perception relating to working with the local communities in order to promote community cohesion?</i>
<i>Q3</i>	<i>What are the school objectives which reveal its main core business?</i>
<i>Q4</i>	<i>Do you think the school should have the locals together to let them joint use the facilities for the benefit of cohesion? Why this does should be necessary?</i>

INTERVIEW TRANSCRIPT – CASE STUDY 1

Interviewee: Yes. My name is Daniel Burton. I'm an Anglican priest. That means I'm a Christian Minister in the Church of England. My title is Priest in Charge of the parish of Cheetham. I've been in this role for eight years, since 2003 and I am responsible for two Christian congregations here in Cheetham Hill – St. John's Church on Waterloo Road and Trinity United Church, which is on the corner of Cheetham Hill Road and Greenhill Road. Our churches are active in the community in that St. John's runs a drop-in on a Wednesday providing food and advice and Trinity runs a welcome centre on Thursdays and Fridays, also providing food and advice but more activities there and there was a volunteer programme there. We employed a volunteer coordinator who worked with volunteers to help them to gain skills and confidence. Part of the parish is Cheetham Community School which is a church school and Cheetham Community School is a Church of England school and I am Vice Chair of the governors there.

Okay. The control of the school will be more independent?

Ah, yeah. It is changing to an academy. It's becoming an academy. This is a process that is being encouraged by central government and by the Department for Education and it's encouraging many schools and probably eventually it will be all schools to become academies. This means that they are more independent from the local authority and to some extent from the church as well. So there are some advantages for the local school in having this independence but because it is what we call a church foundation we have to ensure that the Christian principles that founded the school and that govern the school are still maintained when it becomes an academy. We certainly hope that the unique nature of this school, with its very good involvement in the community, that this will be continued and maintained.

Do you see that it will be a challenge to prolong the relationship in future with the community with the school?

I don't think it will be a challenge because it is very much a community school. I don't know what the title will be but that school is in the heart of a residential area, a very multi-racial and multi-faith area. That's reflected in the pupils and the staff of the school and I think that that will continue to be the case so I don't think that the school's status as a community is threatened; I really don't.

Could it be part of the challenge as well to keep up the relationship with the communities in future?

Well it will always be, I suppose, a balance between those two things. At the end of the day a school is not a business. It's a community collective really and the basic service that you're providing is education and that is provided free. So to that extent it is not a business but of course business models nevertheless have come into the education service, as they've come into the health services and all sorts of public services. There can be some benefits I think in doing things like the food or the cleaning or whatever it might be more efficiently but I think you have to watch this very carefully because as I say ultimately a school cannot function like a business. It's not a profit making organisation.

What makes a very good school in your opinion?

Well what makes a good school from my perspective and of course everybody, you know, education is a notoriously controversial subject and many people have different opinions about education. I do not believe in private education so I suppose my first principle of education is that education should be free. I believe that local schools are best, so that what everybody wants is that their local school should be a centre of excellence, so I do not agree with people bussing their children all over the city to go to a good school on the other side of the city because if they took their children to their local school, their local school would be a better school.

So education must be free, it must be local and it must be open to all, so it may be run by the mosque or it may be run by the church but it should be open to everybody because I certainly believe that education should be done as much as possible in a diverse and multi-faith and multi-racial context because the United Kingdom is a multi-faith and multi-ethnic society.

So I think it's very damaging for children if they are educated in a mono-cultural or mono-religious environment, so if you only educate Muslim children together how are they ever going to learn anything about Christian children, or vice versa? I think that education should be multi-faith, it should be multi-religious. I think the children should be taught the principles of all the faiths that are represented in this country.

So we've got: it's free, it's local, it's diverse, it's open to all and of course there must be a commitment to excellence, which comes primarily from the staff and from the governing body of the school. And yes, those would be my basic principles really. Obviously the staff and the governors of the school have a very, very important responsibility and they should do the very best job that they can.

To do what?

Well the governors set the... I mean first of all they employ the staff. The governors employ the staff so they are responsible for recruiting and employing the staff and they would set the overall direction and vision and mission of the school. So a school cannot do everything. These days of course we have schools, particularly secondary schools, they might be a media academy or a sports academy or they are focussing on the performing arts or whatever.

A school cannot do everything. It can give children a taste of many, many things and it must teach the basics: reading and writing, language skills and mathematical skills to a very high standard but beyond that the school can't do everything so there may be particular reasons... For example Abraham Moss High School has very good international links and over the years they've had trips to Pakistan, China, to Palestine. Now all of those connections reflect the diversity of this area. In another area there would be trips to another part of the world but here that reflects this area.

What about the relationship with local people?

Absolutely and on every governing body, including our own here, parents have to be represented so there must always be representatives of parents and of the local community. So it's no good if you have a school in Cheetham Hill and all the governors live in Didsbury. That's no good. You must have some of the governors at least who live in Cheetham Hill so they understand what life is like in Cheetham Hill, so they must be local. There may be other governors that you bring in for specific reasons. If you need an accountant it doesn't matter where he lives. If you need an architect it doesn't matter where he lives. But some of those governors must live locally and they must be representative of the local community, definitely, otherwise there'll be a gulf or misunderstanding, lack of communication. Well every school has a constitution and the governing body is appointed according to that constitution so it will be made up of some teacher governors, some parent governors, somebody from the local authority. If it's a church school, then somebody from the church, like myself, in this way. So it's made up of people representing different interest groups in the area.

Can you tell me about the community cohesion and school?

Well a school can only be an agent for community cohesion if the school reflects the diversity of the area, otherwise it has no... The school community is the children and their parents. That is the school community. So if the school reflects the diversity of the area then it will be a means for social cohesion because parents will be meeting at the school gate, they'll be meeting at the fund raising events, they'll be meeting on the school trips, on the sports days and all of these things and in those circumstances a school has the capacity and the possibility of being an agent for social cohesion. But that is quite difficult to achieve. In our own school, for example, in Abraham Moss High School, the population of the school body is about maybe 97 or 98 percent Muslim. Okay? Now that is not reflective of Cheetham Hill. Cheetham Hill is perhaps 50 percent Muslim. Yeah? We will see when the figures from the last census come out. It was lower in 2001 but I suspect from this year it's probably about 50 percent Muslim. So a school that is more than 50 percent Muslim is not representing the diversity of the area. I know in this area that there are white families and black families, non Muslim, who takes their children to other schools that have a greater diversity and that worry me. That concerns me because the school would be more of an agent for social cohesion if it were reflective of the diversity of the area.

So how school has no control over accepting these situations....why? Or can they control this?

No.

Well they could control it but it's very difficult to control it because I mean anybody who lives in this part of North Manchester has a right to take their child to that school and really it will be on a first come, first served basis. But also parents select the school for their child so I suspect that because there is a very strong Muslim community at the school then that feeds the Muslim community so the Muslim community will take their children to Abraham Moss High School and therefore non Muslims are less likely to take their children to the same school. They're more likely to go to St. Chad's down the road or Cheetwood or Marlborough Road, which are more diverse.

Is that concern with any sensitive ethnic issues, like they're afraid of consequences of being a Muslim or something like that?

No I don't think so, no...

Do you mind if I ask this kind of sensitive question.

No it's fine. You must ask every question. I don't think so, by rule. I don't think there's any fear but undoubtedly there will be ignorance about Islam and undoubtedly we live in a time when Islam phobia is on the increase so there will be some prejudice against Muslims from some local people, undoubtedly.

So these local people are mainly white people and black minority ethnic something else?

Yes, I think African, Caribbean people of Christian origin, yeah.

When you talk about when the majority of the parents sending their kids are coming from Muslim communities that the school reflect that and change the environment into something like Muslim environment needs for example. They provide space...

Yes, yes. The school does that and I think the school does that very well; does that very well. It is a community school. Everybody knows it is a community school. You know, there are opportunities for people to pray, to say the Muslim prayers, and during Ramadan for example now – it's different now because it's during the school holidays – but always when Ramadan is during term time then those pupils who are fasting will be encouraged to do so. You know they are given respect. There will always be an Iftar event in the school and in that sense I think, you know, this is a community school celebrating Islamic religion and culture and affirming it. Personally I think this is very good. Very, very strong and very good. And in that sense the school certainly is a very strong agent for community cohesion. And when they have the Iftar event for example they will invite all the governors, many of whom are Christian. They will invite representatives of the local community, other communities in the area, and then, you know, this is a very good agent for community cohesion.

So let's look beyond the school environment. What about other community facilities that we have in this area, Cheetham and Crumpsall? Are they working very well until today?

Well I think the faith communities serve the community very well. I mean mosque at the end of the street here is very active in social work. We have *Dada Hall*. The Kutchi Sunni Muslim Association is based there and there are various activities there. I've mentioned the drop-in that we have here at St. John's which is open to everybody and the welcome centre at Trinity which is open to everybody and both our volunteers and the visitors there, there are about fifty people each day, they're completely reflective of the diversity of the communities so quite a number of our volunteers are Muslim.

You have the Waterloo Project at the Waterloo Centre where people can take part in access to skills courses and various things. I think that is open to all.

I believe you also have Abraham Moss Centre?

Yes.

Does that serve for these two areas or...?

It does. I mean it probably serves the Crumpsall area more than it serves Cheetham Hill area but it's not far away so it does serve the whole community. I think what we lack in this area very much are good youth services. There is no youth centre and there are very, very little services provided for youth, for young people.

And there are also like the Jewish communities besides?

The Jewish community really I don't think they have any community facilities in Cheetham Hill. They are now really in Prestwick and Whitefield.

So there are no more Jewish facilities over here?

No, that was before. Years ago there were because this was a very Jewish area, so not now; not now. The nearest Jewish community is in Higher Broughton and then as I say further out within Prestwick and Whitefield.

Why they don't want to mix in there?

I don't think so. I don't think that's the case. I think the Jewish community moved out as it became wealthier and as it became wealthier they moved to what are considered to be nicer areas. Now it may have coincided with the arrival of large numbers of people from the Indian sub-continent but I don't think it was really to do with racial or religious reasons. It was simply to do with economic reasons. What's interesting now is that as the Muslim community is becoming more wealthy, although some of them are moving out many of them are choosing to stay. They're staying in this area because all of their community facilities are here. Their businesses are here, the schools are here, the mosques are here, the community centres are here and previous ethnic groups have all moved out, they've dispersed from the area. So the Irish were here; they left. The Jews were here; they moved out. But I don't think the Muslim community will behave in that way. It seems to me like it is staying here.

So what about other ethnic groups? Are they feeling the same way as well?

Well the other ethnic groups are smaller but significant. The Sikh community is small but quite significant. There is a ...which is a very active community centre on Heywood Street and various African groups from the Congo, from Nigeria, Zimbabwe; smaller groups, but they have their own churches in the area. There's a large group of Christians from Eritrea living in the area. So it's quite diverse.

Do you think there's a need for working together, feeling the same, like having a sense of belonging or sense of place?

Yes. I think it's very, very important. I don't think you can ever relax about this issue because communities, people drift to their own kind of people - their own religion, their own language, their own ethnicity - and where there is ignorance between the different groups then there can easily be misunderstanding and I don't think you can relax about this because I think it's very important that there are many opportunities and many initiatives to enable people to get to know each other and to understand each other, otherwise potentially there can be a great deal of misunderstanding and there may be problems in the community.

The perception of using other community facilities for community cohesion?

Yes, absolutely. I mean like the church, is committed to community cohesion. That's why they are running these two projects which are open to everybody and they have many Muslim people coming through the door to get advice, for example. They'll come into the church, even women wearing the niqab. They'll come into the church to receive advice, so that's fantastic. It's very good.

Good signs.

Yes.

Coming back to community cohesion and its process, what do you think about it?

Yes. The process will never end. You will never be able to say we have achieved community cohesion. That is probably unachievable.

I was saying about community cohesion. I do not think you can ever say that it is achieved. All you can say is that we are working towards it; we are giving opportunities for it to happen. We cannot relax about it, we cannot be complacent. We cannot say it's not important because it's very, very important. But you will never... But you can measure it and you can see, you know, how things are going but you can never say, ah yes, we don't need to do any more work in Leeds now because Leeds has community cohesion. That's impossible. There will always be opportunities because communities are always changing. There are always new people arriving, there are always people leaving, so...

How the roles of school contribute to community cohesion? Is that happening actually?

I think it is happening. It happens through the school. It happens through a number of the projects that I've described. But it probably doesn't happen enough. It doesn't happen enough because the majority of people probably, you know, stick with their own kind of people in their own place for most of the time.

Well I think it can work but I think that, you know, you have to allow opportunities. You have to give opportunities for people to meet. You have to give them space that brings them together.

Do you think school is the best place?.

Absolutely, absolutely. We don't make good use of our school premises in that very often they are closed down at the weekends and of course they are closed for a few months in the course of the year over the holidays and a school has a great potential to be a community centre. But I only see it working a little bit at Cheetham Community School and, I don't know... that's the only school I know well round here. So I don't know. Abraham Moss is a good example. Abraham Moss, because part of the school, or next to the school, there was a theatre, there was a library, there was a sports centre. So that is a very busy community centre in every way. But generally I think the school buildings are not well used. They're not well used. They could be used much better in the evening and at weekends and in the holidays.

Why the school buildings are not well used?

I don't think enough work has been done to make that easy, or to make that possible. There are always obstacles. There are always difficulties in the way of doing that.

I think lack of trust is part of the reason. There's just a question of security and insecurity so these days of course schools have a lot of very expensive equipment, not least computer equipment, on the premises, so can you make all of this equipment secure? This involves a lot of work if you're going to have to lock everything up every weekend. It's easier for the school just to be the school and lock the doors at four o'clock on Friday and open them at nine o'clock on Monday. But it's not a good use of these resources. It's not a good use of these resources. But there's a lot of work to be done. I don't see it.... I hope there are good examples across Manchester but I don't know them. I don't know them. I think we haven't even started really to explore the potential of a school to be a community centre. It could be so much better than it is.

So is there any other parties that can support this issues?

Well I think the Government can make the situation much easier and I would support that. I'd be very supportive of it. I think it would have to be encouraged from the Government, it would have to be encouraged from the local authority; it would have to be encouraged from everybody who owns schools and because everybody wants to know 'What's in it for me? What's the benefit for me?' there'd have to be some very good case studies of the benefits for the school and for the community of the school becoming a community centre. At the moment I don't think politicians or Government or local authority, I don't think they're putting any pressure on schools in this area. I don't think they're even encouraging schools in this area. So I am not aware of any...

I think a school is uniquely placed to do this, far more so than a faith community, because of course a faith community is associated with one faith, whereas a school, you know, in theory is there for everybody and it should represent, as I've said, the diversity of the area and therefore it should be multi-faith and therefore the potential for the school to be a community hub and to promote community cohesion is very great and I'd like to see it happening, but I don't think it happens very much.

Thank you

Title: MORE SAMPLES OF MEMO WRITING USED FOR THIS RESEARCH

Memo – with Tree Nodes	Axial Code
<p>Category: Build a resource centre for the community:</p> <p>During the first data interview, the focus on what is the relationship between community issues and school. Promoting apprehension of those issues. Most interviewees acknowledged the existing of the facilities however some of them were not really very happy with the way all these facilities are being managed. They questioned, ‘Who manages these facilities?’ Who is actually in charge of this?</p> <p>They did feel that community facilities were important and that community facilities like these provide ;</p> <ol style="list-style-type: none"> 1. A key role in providing meeting space as well as giving organizations such as small start-up businesses and charities a place to grow. They should be adaptable buildings to provide flexible space as well as services, facilities and security (and they should be warm!). 2. Providing further buildings is desirable and the design should be from the local perspective. However, nowadays, not many local authorities will have a sufficient fund to build every new building whenever they want it. In the current economic climate, finding areas in which savings can be made without affecting the provision of services is one of the biggest challenges that the government faces. 3. One of the best methods of making those savings is to find ways to use the same facilities for different purposes. Such an opportunity exists with schools’ facilities we know that for the majority of the year, particularly at weekends and during the long summer holidays, schools’ facilities and playing fields lie idle. 4. There appears to be no reason why those school facilities should not be put to use and providing a place for communities to meet, be educated and participate in sport for instance 	<p>Community Centre</p> <p>Space, new community</p> <p>Design, local perspectives, sufficient fund</p> <p>Facilities for different uses</p> <p>School facilities for extended time</p> <p>No reason to not provide a place</p>

The first research's problem statement.

There exists a diverse of community perception on school roles as community facilities resources that makes school slowly becoming less popular as main central point of promoting community cohesion within local context.

There also have been insufficient evidences of the social aspects inherent in managing of community facilities operation, with particular reference to the complexity of the differing perceptions between local people as stakeholders to the role, function and purpose of managing public facilities.

The connection on the role of school as community hub and its impact on promoting community cohesion should began with an overall understanding of Sustainable Community concept and its issues globally and locally.

Many researchers have been undertaken progressively and explored the challenges and opportunities of SC requirements and criteria that suites with the government needs.

Reviewing through the literature on SC in all aspects, I found that it's difficult to carry on further the focus of exploring the directions of SC implementations in every community facilities development without exploring SC concepts and agendas being recognized in social aspects. Then it becomes too complex to understand the relationship between achieving SC agendas through community facilities that have not always involved the local community for participation.

So, I have to make a few changed on these first initial thoughts of exploring the whole idea of SC into something that useful for my research context. This was why I have chosen to explore from an angle of community perspective on issues from school facilities in recent years, a concept whereby integrated all resources to enhance and create values that can bring benefits to the whole community links. Looking at this will might bring the idea of CbFM. This is a concept of looking back from the conventional FM perspectives and the qualities of organizations effectiveness into something that beyond innovation towards sustainability.

This investigation will highlight that, in direction of building school for transforming the educational in future for better learning environment, it is essential that to have use local area data with respect to the community in that area.

This study also will raise awareness within the idea that local community perceptions are always the best factors to be considered in decision making of turning the environment into something that could benefit for them.

However, the conclusion is still under study on what's make the need to consider the idea of engaging community so important to the decision making process. In this context an enquiry into how school can leverage local community social development and social upliftment from common understanding is necessary.

FROM: Interview session Assistant Head Teacher DATE: June 14, 2009
SUBJECT: School - Abraham Moss High School

This was mentioned in the first interview.

Technically Abraham Moss (the school) judges itself to be a good school and inspectors agree. Through interview with the second head of teacher in Abraham Moss High School, it obvious to say that the school has been discovered its potential that can promotes a media for the new community environment and social need to be reprioritized and changed. Initial findings from interviews have made it apparent that they the community, need to update the efforts to align them with the trends of wider community today. No longer are young adults interested in global situation as they watch what's happening every day in local context. Also, it is has become increasingly important to use the internet as a tool to communicate with community people to show who are the dominance in control the neighbourhood. The head teacher and staff are committed to, and have considerable success in, ensuring that the needs of all pupils in its extraordinarily diverse community are met. The outstanding care provided for pupils reflects an ethos which values all equally and seeks to ensure that every pupil achieves as well as possible. Good school organisation underpins this overarching aim, tracking pupils' achievements, analysing their needs and providing individual support when required. Opportunities for extracurricular activities are very wide ranging and many pupils benefit from these. The school is well led and managed. The head teacher's vision for the school as fully inclusive and responsive to the diverse character of its community, commands high levels of loyalty from staff. The senior team work cohesively and assiduously to sustain and develop this shared vision. They in turn are well supported by capable middle leaders. A keen focus on professional development for all staff includes a strong emphasis on nurturing leadership at all levels. The school has been effective in addressing the issues raised at the time of the previous inspection. Its capacity to improve is good. The school gives good value for money, matching its resources well to the wide ranging needs of its pupils.

From the status of the Abraham Moss, this study will need to investigate on the roles of the facilities and services provided by this school towards the promotion of community cohesion in local area.

What the school has to do to improve further the relationship:

- Continue to improve levels of good relationships with the wider communities groups and activists.
- Ensure that the locals know what they have achieved and what they need to do to improve.

Date 29-10-2009

Obstacles to community cohesion

There are obstacles to community cohesion. It is difficult to involve everybody in organisational development and creating community change. It also is difficult when the communities themselves have experienced poverty and racism, disinvestment by private institutions and public agencies, withdrawal of employment and population, and the demise of essential services unavailable elsewhere. These conditions cause many people to withdraw from cohesion and perceive that they have little control over the decisions and institutions that affect their lives.

Memo Community Cohesion – Local Perspective

The new community have the opportunities to realise their rights and to exercise their rights and to be clearly able to understand on how to get something done and where to turn and who to turn to access services like English speak so that they can genuinely use the language to talk to their neighbours or others.

The community cohesion is about building a community; it is about building people who shares the same needs and expectations. The community cohesion would work if the quality of relationships between them always being synchronise with the right rules, good leadership and sharing a common sense of understanding,

Community cohesion is believed to be everything in a place, the place could be, you know your street or wider, having a shared and understanding of each other and each other differences and accepting them and having shared sense of belonging to a place.

Sometimes like in certain areas where even the neighbours they don't really mixed that much and that might due to cultural differences and things like that. It just I think the whole point of community cohesion is sort of to build relationship through understanding, through dialogues and try to get to know each other.

Who are the stakeholders? In my work, there are three major stakeholders. They are the people who come as refugee or the asylum seekers migrants, those who try to facilitate their sort of integration and then there is a general public. For some people, community cohesion is about different ethnicity and how they get on together.

We believe clearly people are also the stakeholders. We are all the stakeholders in our community and we want that to be cleared that we must put that thing in individuals the forms of cohesion and their communities and that helps them to feel that they actually can have new relationship differences.

The obligation of building designers on community cohesion.

For the designers, they have the obligations to include the concept of sustainable design perspective as far more than the physical building, especially designing community facilities like schools. The location where schools are constructed for example can give impacts on the surrounding community in a number of ways: how it affects pedestrian and automobile traffic, the quantity and quality of open space in the neighbourhood, its location within the community, and making sure that school can be used as a facility to revitalize social cohesion. Once the school site is determined, such aspects as the exterior design of the school, amenities that it may provide and environmental design features can be a source of pride to the community as well. This is therefore; co-location of facilities and services is widely viewed as an important component of a school, in order to be successful, schools needs to be more than a cluster of services and buildings. The essence of a school as community hub can be on the concentration of discussion in meetings or focus group activities that occurs and how the mix of those activities, is accessible to, and serves the needs of, a diverse range of community members.

Friday, 15 April 2011

What is an ethnic group?

The definition: Within the social sciences, however, the usage has become more generalised to all human groups that explicitly regard themselves and are regarded by others as culturally distinctive. German sociologist Max Weber, who defined it as:

Those human groups that entertain a subjective belief in their common descent because of similarities of physical type or of customs or both, or because of memories of colonization and migration; this belief must be important for group formation; furthermore it does not matter whether an objective blood relationship exists.

"Ethnicity is a fundamental factor in human life: it is a phenomenon inherent in human experience."

Resilient

"An ethnic group is a collectively within a larger population having a putative common ancestry, memories of a shared past, and a cultural focus upon one or more symbolic elements which define the group's identity, such as kinship, religion, language, shared territory, nationality or physical appearance. Members of an

28/02/2010 15:32

How cohesion should make a different?

Cohesion is viewed as the process that must happen in all communities to ensure that different groups of people get on well together. This is, therefore, not just about areas with high populations of people from minority ethnic groups.

How communities can live and shared their differences in culture and population with current social, environment and economic challenges?

Possible assumptions-

- Divided areas which every area have been divided in such ways so that it makes things easier/comfortable among the communities themselves.
- Political reasons which maybe through every historical journey of the society have made what are it now at present.
- Religions factors which bring what they believed in their own ways to live in their own area without compromising the factors that can break the peace environment. In this case, what is their level of respects given in order to get peace?
- The government and local agencies such like the council and the police roles in making the area as what it should be.

Date: March 26, 2011

Re: SCHOOL-COMMUNITY CONNECTIONS; A LITERATURE REVIEW

QUESTIONS

What is the nature of schools looks like nowadays?

What is the purpose of school-community relationships in the first place?

Schools in the following characteristics have been known as a place or buildings where the term is used to refer to all educational institutions:

1. *One or more teachers to give instruction;*
2. *An assigned administrator;*
3. *Based in one or more buildings; and*
4. *Enrolled or prospectively enrolled students.*

(Adolescence, 2009)

However, schools must also been referred to what beyond a building characteristics. Schools must be seen as a community facilities or a hub that to ensure the benefit of the schools been extended to the community. Doesn't matter what type of school we have in the neighbourhood today, the beyond concept of schools as educational institutions must be developed the understanding of having towards a sustainable community.

It is used to refer to both a place and – from its origin- to a state of fellowship or relationship. One may live in a location that has a name and recognised features distinguishing it from other communities. At the same time one may belong to many social and professional communities within that location. People also belong to communities that extend beyond physical boundaries, connecting them through commonalities of interest, concerns and belief. R.L.Warren cited in Heimstra, 1997 provides a framework for analysing these two dimensions of community, with the horizontal axis describing aspects of locality and the vertical axis representing relationships based on common interests and beliefs.

While the implicit understanding of community in the literature that focuses on school-community connections is one of place- that is , the location or neighbourhood in which a school to people is situated- in fact, the school employees and community residents are connected to people beyond their immediate environs, affecting and affected by outside relationships, circumstances, and decisions.

Those researchers who define a community as a place examine physical and statistical features to determine its capacity to sustain itself. The researcher identifies the features of community capacity as the condition and extent of

- Economy and individuals (energy, health, housing, wealth, population, transportation)
- Business (diversity, growth, stability, tourism)
- Agriculture and natural resources (farming, forest, pest management)
- Environment (air quality, land use, biodiversity, water resources, management of societal waste, citizen involvement)
- Government (citizen involvement, effectiveness of public services)
- Liebi et al., 1998

What is spirit of community?

Happiness maybe....no problem people couldn't handled....

Those who define community in this way assess human attitudes and behaviour to determine a community's well being. Social Capital links with this nature by concerning 11 facets to be achieved within a community.

1. Social trust
2. Interracial trust
3. Diversity of friendships
4. Conventional politics participation
5. Protest politics participation
6. Civic leadership
7. Associational involvement
8. Informal socializing
9. Giving and volunteering
10. Faith-based engagement
11. Equally of civic engagement across the community

It seems that Social connectedness to be a much stronger predictor of personal happiness and the perceived quality of life in a community than income or educational level.

The two foci of community as place and as state of being are not mutually exclusive. Although communities can certainly benefit from felicitous locations that may be rich in natural resources or have fortunate placements at transportation hubs, most physical features of community capacity are achieved (or not) through human agency, so attitudes and behaviours shape them, even as such features influences people's attitudes and behaviours.

Community development – people wants to have improvement, have stages of development. Their readiness for changes depends on their developmental stage.

The least ready for change is the stage called “the waiting place”.

- People know that things are not working right, but feel disconnected from decisions makers
- People feels stuck and wait for someone else to fix things.

The second stage is that of “impasse”

- At which point circumstances have reached a crisis, so people fear for their economic livelihood.
- At this point they feel helpless and hopeless.
- If their discomfort propels people to break with the status quo, then the building of what the group calls public capital can truly begin.
- The third stage is called “catalytic”
- During which a small group of people and organizations emerge to take risks and experiment in ways that challenge existing norms of how the community works.

The fourth stage is called “growth”

- Which networks expand and feelings of common purpose and directions take deep root.

The final stage, “sustain and renew”

- The community has created a new, positive, story about itself, but must find ways to renew leadership, lest it stagnate and begin to decline.

APPENDIX H

Title: NOTE TAKING DURING INTERVIEW SESSION

Name	CR 05			
Age	Age 70			
No of years living in Cheetham/ Crumpsal area	More than 40 years			
	Cheetham			
Ethnic community	Pakistan			
Name of community group involvement	Chairman of Kizra Mosque in Cheetham Hill Ex- Governor member of Abraham Moss High School (1980-1986)			
Questions	Q1	Q2	Q3	Q4
Identity	Impression on Questions	Note taking on interview session - 1st phase questions		
CR 05	Appreciate	<p>Appreciated school producing a lot of achievement for their children's' education and future prospects - good qualifications for further studies or finding work.</p> <p>School role should be to promote the good effects of having each community to use its facilities - sports, arts, literacy, culture etc.</p>		
	Proud	<p>School must look at each community as equals and encourage them to be proud of the school in their neighbourhood.</p>		
	Suggestion	<p>School roles have to be more than just giving education and providing basic skills to their pupils. It must provide opportunities for their youth to engage and to make friends from other different ethnic communities. Suggested having a faith school in the area.</p>		
	Frustrated	<p>Older peoples' perceptions of their neighbourhood suggested that they are more concerned than younger people. They blamed younger people for less respect to their traditional background and culture (Muslim in particular). The absence of role models to repeat the cycle.</p> <p>Youth in their community experienced struggles over access to get in, and the distribution of, community-based resources like libraries and schools, mostly on health and safety issues.</p>		

APPENDIX H
Continued

Name	CR 03			
Age	Age 40			
No of years living in Cheetham/ Crumpsal area	20 years Cheetham			
Ethnic community	Libya			
Name of community group involvement	Parents Women Zone Association			
Questions	Q1	Q2	Q3	Q4
Identity	Impression on Questions	Note taking on interview session - 3rd phase questions		
CR 03	Appreciate	Appreciated school teachers having good communication with most Libyan parents in regard to their children in school.		
		School provides activities during school time and every child has the opportunity to introduce their culture on culture day activities.		
	Understood the issues	School has many rules and considerations, and some schools are indeed having problems prioritising the community in their policies.		
	Thankful	Primary community schools (funded from the authority for community activities) are easy to access by the Libyan community.		
		Using the internet to talk about school success was not enough to make their community proud and have a sense of sharing the same goals as other communities' in the same neighbourhood.		

APPENDIX I

Title: SUMMARY OF CHEETHAM HILL AND CRUMPSAL AREA AS AT 2010

	Cheetham Hill and Crumpsal area		
Boundaries	To the north, Cheetham Hill is bordered by Crumpsall, to the west by Broughton in Salford, to the east and south-east by Harpurhey and Collyhurst, and by Manchester city centre to the south.		
Locality	Cheetham Hill	Area	Crumpsal
Population	18,229	Total	15,025
Gender	9,469 8,760	Men Women	7,957 7,068
Ethnic diversity	4.6% 5.2% 3.1% 26% 0.4 % 4.0% 46.1% 1.7% 9.1% 53.9%	Indian Mixed Chinese Pakistani Bangladeshi Black African All white groups Black Caribbean Other ethnic groups All non-white ethnic groups	2.7% 3.1% 0.7% 12.9% 0.1% 2.4% 73.2% 1.1% 3.8% 26.8%
	Cheetham and Crumpsall is the most ethnically diverse ward in North Manchester with an ethnic minority population of 48.7% as stated in the UK National Statistics in 2008. The largest minority group is Pakistani that makes up 27% of the population.		

APPENDIX I
Continued

Age structure	The state of the wards shows that Cheetham and Crumpsall have the highest percentage of children aged between the ages of 0 to 4. Both areas also have a larger percentage of children between the ages of 5 and 11. Cheetham and Crumpsall have a lower older population than Manchester's average.		
Location	On the main radial route out of the City Centre to Bury (A665); The area sits between two district shopping centres at Cheetham Hill and Harpurhey, offering a wider range of shops.		
Tenure	Percent Cheetham and Crumpsall		Percent reference area
	31.4 46.9 19.0	Social Rented Owner Occupied Private Rented	21.9 68.0 7.9
Common Facilities and Services	The Abraham Moss Centre provides a range of services for both Crumpsall and Cheetham wards including; a leisure centre, a library, further education facilities, a high school and a theatre.		
Other facilities	The housing consists of a mix of small terraces to larger houses and the majority of homes are owner occupied or privately rented. The North Manchester General Hospital is situated in the ward. The Bury Metro link line runs through the area connecting Crumpsall to the City Centre, Bury and Altrincham.		

APPENDIX I
Continued

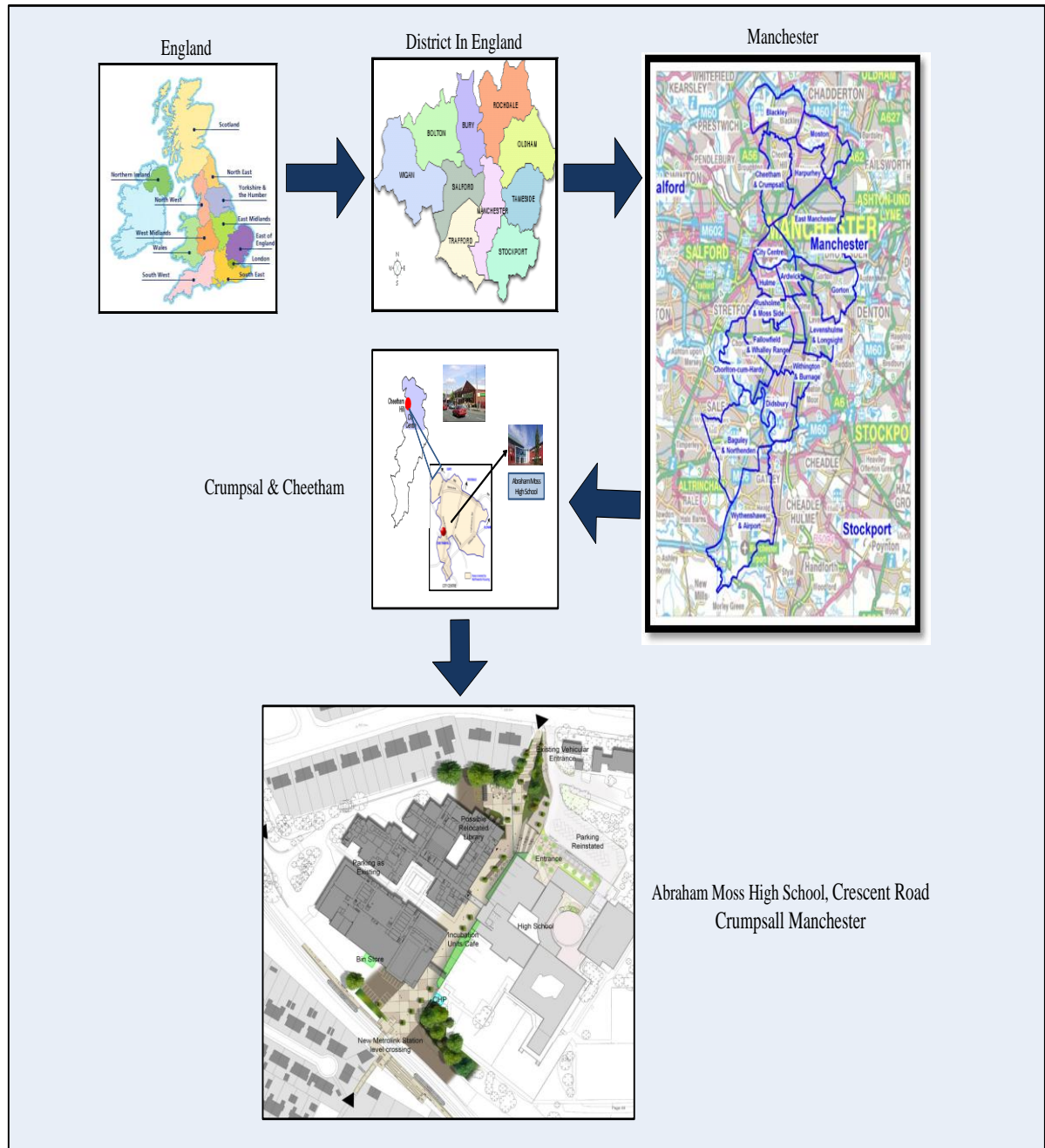
<p>Economic Activity</p>	<p>Relatively few (14%) of households within Cheetham and Crumpsall were classifiable as being from socioeconomic groups A and B in 2001. Students made up eight percent of the population in 2001 (in the upper quartile of neighbourhoods in the reference area) but only 51% of the population aged 16 to 74, were economically active, and unemployment was at 11% compared to five percent across all neighbourhoods despite having decreased by 12% between 1991 and 2001. The proportion of the population claiming Income Support was 17% (in the upper quartile for neighbourhoods in the reference area).</p> <p>There were 24% of people recorded as having a limiting long-term illness (in the upper quartile for the reference area). Major investment in the district centre will provide new jobs and the neighbourhood is well connected to employment in the regional centre</p> <p>1 Minority Ethnic Housing Demand and Aspirations. ECOTEC 2006.</p>
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Title : SUMMARY OF ABRAHAM MOSS HIGH SCHOOL

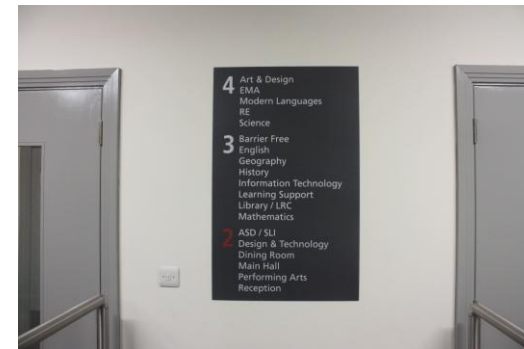
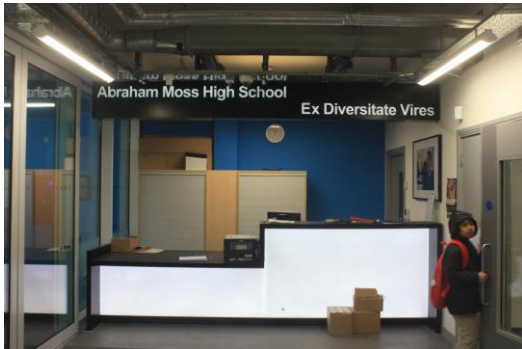
Name of School	Abraham Moss High School
Name of chair of governors	Ms Alison Thaw
School address	Crescent Road Crumpsall Manchester
Postcode	M8 5UF
Telephone number	0161 740 5141
Fax number	0161 721 4973
Type of school	Comprehensive
School category	Community
Age range of pupils	11-16 years old
Gender of pupils	Mixed
Appropriate authority	The governing body
School's motto	'In the community, for the community'

History of the school	Opened in 1974 to service a new and very large housing area of some twenty-two thousand people, to the north of Manchester. Previously, the children of the area attended one of five other secondary schools in the extended Cheetham and Crumpsal area.
Facilities provided	<p>Fully equipped science laboratories, information technology suites, performing arts facilities, design technology studios and the high tech Abraham Moss City Learning Centre, hosted by the school.</p> <p>The school is housed in a specially designed, high quality building completed in 1999. The school enjoys a central location in a community complex with outstanding amenities, a theatre, library, swimming pool, gymnasium and facilities for all indoor and outdoor sports.</p> <p>The performing arts play a very important role in this, and all pupils are encouraged to participate as fully as their individual skills allow. Personal development is supported by our on-going policy of pastoral care, and by regular school visits designed to provide stimulus, develop knowledge and understanding, or provide opportunities for personal achievement through challenging group activity.</p>
Contributing to community Cohesion	<p>Being situated in one of Cheetham Hill and Crumpsall largest housing neighbourhood in North Manchester, one of the immediate priorities for the school's leadership in Abraham Moss High School, was to establish a 'heart' to the community which, before the building of the school, was lacking amenities. Indeed, the school is already under the type of community school.</p> <p>The school have priority besides be the heart of the neighbourhood. For every pupil, the first day at Abraham Moss High School is the start of a once-only opportunity to acquire the knowledge and skills that life can demand. The effort we put into academic achievement is matched by our effort to help each pupil build confidence and self-esteem, and acquire effective communication skills.</p>

Location Map



APPENDIX I(1) Continued



APPENDIX J

Title : SUMMARY OF MUKIM BANDAR ALOR GAJAH AREA AS AT 2010

	Mukim Bandar Alor Gajah		
	67,440 hectare		
Boundaries	To the north, Alor gajah is bordered by Tampin , to the west by Masjid Tanah, to the east and south-east by Selandar and Bemban, and by Melaka city centre to the south.		
Locality	Alor Gajah District	Area	Alor Gajah Town and Durian Tunggal
Population	173 172	Total	1715
Gender	86,920 86,792	Men Women	891 824
Ethnic diversity	128,293 1,387 24,046 13,325 368 6,293	Malay Other Bumiputera Chinese Indian Others Non Malaysian citizens	771 None 613 315 2 14
Age structure			
Location	On the old route out of the Alor Gajah Town Center to Durian Tunggal. The area sits between two main roads M16 and Lebuhraya AMJ. The area located in close range of other Malay villages (Sub Urban), offering a wider range of shop houses and other new housing areas. Approximately 25 km from Melaka City		

APPENDIX J
Continued

Tenure	The housing consists of a mix of small terraces to larger houses and the majority of homes are owner occupied or privately rented.
Common Facilities and Services	<p>The Alor Gajah Town Center already provides a range of facilities and services including; a leisure centre, mosques, a public library, further education facilities, wet market, recreational park and public schools.</p> <p>The Alor Gajah General Hospital is situated in the north of the town center.</p> <p>The Alor Gajah Square is located in the centre of Alor Gajah town. Its surroundings were once a quiet and calm had turned into a city rife with development, today. But Alor Gajah Square still remains to be a centre and the first choice for the public to come to rest especially on the weekends and in the evenings. Alor Gajah Square is often the focus for official ceremonies and community programmes.</p>
Other facilities	Various facilities are also provided to visitors; among them are open stage, changing room, children's playground, stalls, public toilets.
Economic Activity	<p>The district of Alor Gajah is faced with the problem of poverty which exceeds the real problem faced by the state of Melaka.</p> <p>Even though mostly tourism activities are the source of economic income for the local people of Alor Gajah and Durian Tunggal, it is still not enough on the distribution of income on their expenditure and savings.</p> <p>The average household income for the state of Melaka is RM 2260, the average income for the district of Alor Gajah is RM 1657. This is far below than the amount of average income for the state of Melaka as a whole.</p>

APPENDIX J (1)

Title: SUMMARY OF DATUK SERI MOHD ZIN VOCATIONAL COLLEGE

Name of School	Datuk Seri Mohd Zin Vocational High School (Former)
Name of Principle	Tn. Hj. Mohd Shaari B. Hussain
School address	Jalan Pengkalan, Alor Gajah, Melaka
Postcode	78000
Telephone number	606-5561200
Fax number	606-5568996
Website	http://www.smvdsmz.com
Type of school	Vocational College
School category	Community
Age range of pupils	13-18 years old
Gender of pupils	Mixed
Appropriate authority	Alor Gajah Municipal Council
School's motto	"Being Vocational and Skills Education Institutions and Competitive Ideal"

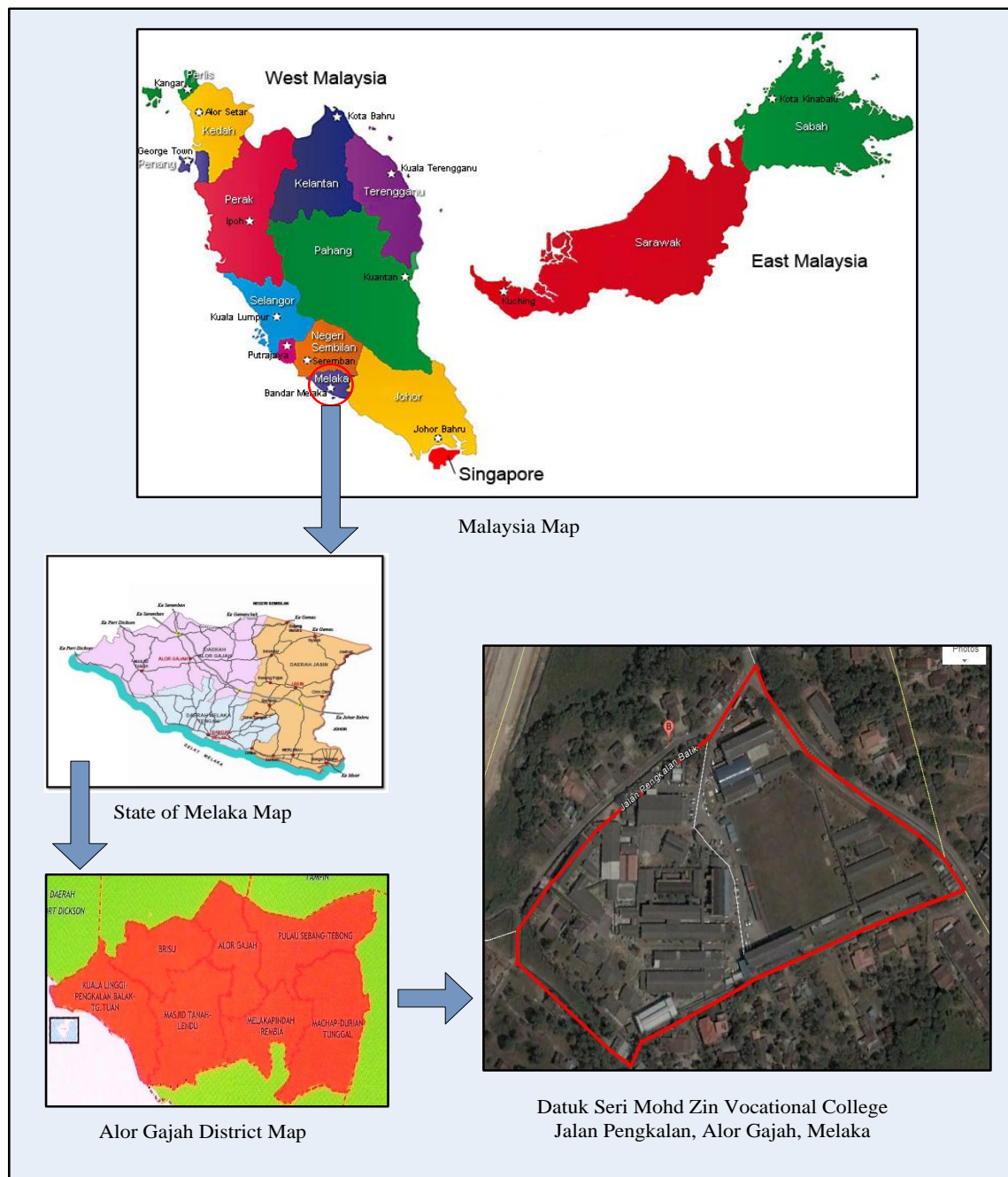
APPENDIX J (1)
Continued

History of the school	1958	It was first established in in the National School Alor Gajah to accommodate the needs of the area around the Alor Gajah City Center
		It was the first secondary school in the district of Alor Gajah. The first student population that year was only 200 people. The first principal named <u>catch up Wellington</u>
	1960	The school has moved to a new building in the village of Base, about 1 mile to Alor Gajah city center
		Has be renamed as the <i>Alor Gajah Bahasa Inggeris Secondary School (AGBIS)</i> .
		At that time there were only five classrooms, two science laboratories, an art room and a staff room enterprise
	1962	The Rural Trade School was used as Extended School Village
	1967	When the school moved to Alor Gajah Junior High School, most of the building was not used until the end of 1967
	1997	Upgraded to a technical school and given the name of Datuk Mohd Zin Technique High School to commemorate the services of the former chief <u>minister of Malacca</u>
	2011	The school was converted back to a vocational school and given a name of Datuk Mohd Zin Vocational High School
	2012	Secondary vocational schools Datuk Seri Mohd Zin again entrusted selected as a pilot school for the implementation of the Transformation of Vocational and known as the Vocational College

APPENDIX J (1) Continued

Facilities provided	The facilities includes the school resource center, computer lab , audio visual rooms , classrooms, laboratories’ and workshops, school field, halls, surau, students gallery .
Contributing to Community Cohesion	<p>Inclusion in all aspects of the curriculum (lessons and planned events/experiences) is a strong feature of provision, from eating lunch, to representing the school at sports events, to play activities.</p> <p>Student participation in community events such as Area Cleaning Month, competitions and hosting the yearly students’ exhibition strengthen their ability to understand global issues.</p> <p>The school independent travel training programme is vital for many pupils to develop the skills to participate in local life beyond school.</p>

Location Map



APPENDIX J (1)
Continued



Title: The list of interviewees for Case Study 1

School Representatives (SR) at the Abraham Moss High School

No	Coding	Local Residents / Community Groups/ Organisations	Position Held
1	SR01	Abraham Moss High School	Program Coordinator
2	SR02	Abraham Moss High School	Assistant Head Teacher

Community Representatives (CR) at Cheetham Hill and Crumpsall

No	Coding	Local Residents / Community Groups/ Organisations	Position Held
1	CR01	Cheetham Hill Pakistan Youth Com	Local Resident/ senior resident
2	CR02	Crumpsal	Local senior resident
3	CR03	Womans World / HELWA	Chairperson / senior resident
4	CR04	Cheetham Hill	Local Resident / senior resident
5	CR05	Kizra Mosque	Chairman Committee / senior resident
6	CR06	White Community Rep	Local white community/ senior resident
7	CR07	White Community Rep Irish	Local white community/ senior resident
8	CR08	White Community Rep / local Church	Local white community/ senior resident
9	CR09	Pakistan Community Association	Ex Chairman/ senior resident
10	CR10	African Community Association	Senior African Committee Cheetham/ resident
11	CR11	Jewish Community Society	Spokeswomen Jewish Community Crumpsall / resident
12	CR12	Malaysia Community Association	Head of Malaysian Cheetham Community Learning Center/ resident
13	CR13	Libyan Community Association	Head of Libyan Community Learning Center

Title: The list of interviewees for Case Study 2
School Representatives (SR) at Datuk Seri Mohd Zin Vocational College

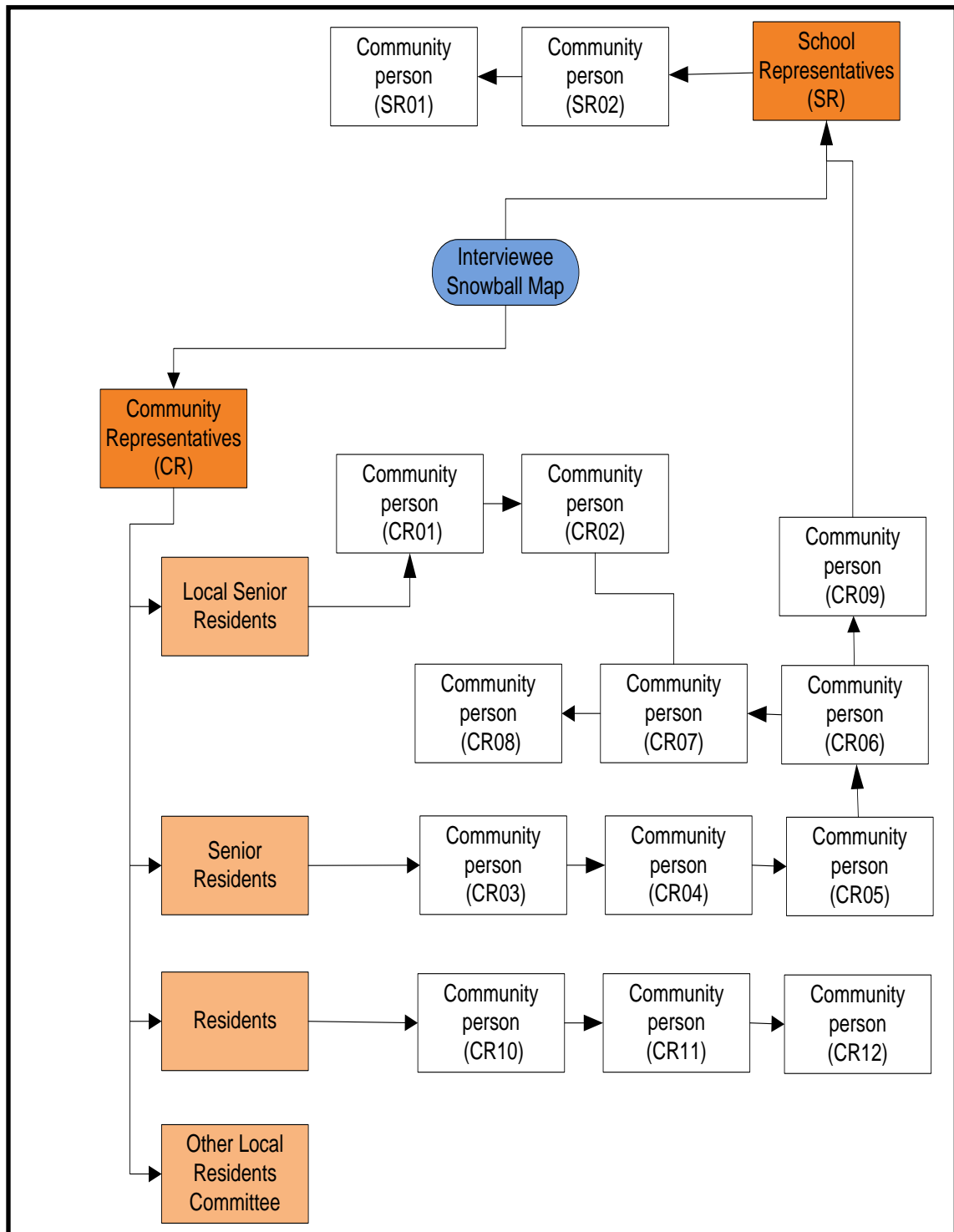
No	Coding	Local Residents / Community Groups/ Organisations	Position Held
1	SR01	DSMZVC	Principle
2	SR02	DSMZVC	Coordinator School Facilities
3	CR15	JKKK Association Alor Gajah Branch	Local Community Facilities advisor
4	CR07	Alor Gajah Municipal Council	Council member / senior resident
5	CR12	Alor Gajah Teachers Association	Senior Member / local resident

**Community Representatives (CR) at Seri Pengkalan , Alor Gajah, Melaka
Malaysia**

No	Coding	Local Residents / Community Groups/ Organisations	Position Held
1	CR01	Local United Malay National Organisation (UMNO) association	Alor Gajah Malay community leader / Local senior resident
2	CR02	Local Women United Malay National Organisation (UMNO) association	Alor Gajah Malay Women community leader /Local senior resident
3	CR03	Local Chinese Resident Association	Chairperson Committee / local senior resident
4	CR04	Local Chinese Business Society	Chairman/ Local senior resident
5	CR05	Malay Women Community NGO	Local senior committee leader
6	CR06	Malay Women Community NGO	Local senior committee leader

APPENDIX L
Continued

No	Coding	Local Residents / Community Groups/ Organisations	Position Held
7	CR14	Alor Gajah Village Leaders Association	Chairman
8	CR09	Seri Pengkalan Indian Temple	Local Indian committee leader/ senior resident
9	CR10	Community Chinese NGO	Chairman /local committee
10	CR11	Chinese Buddha Association	Senior member/local committee leader
11	CR13	Indian Community Association	Head of Indian Community
12	CR16	Local Resident Committee	Chairperson/ Senior resident
13	CR08	Indian Muslim Community Association	Ex Chairman/ senior resident
14	CR17	Local Resident Committee	Women Secretary (2005- 2011)
15	CR18	Indian Community Association	Representative of Indian Community/Senior resident

Title: The Snowball Diagram for Case Study 1

Title: The Snowball Diagram for Case Study 2

